

# School plan 2018-2020

## Wilberforce Public School 3441



# School background 2018–2020

## School vision statement

At Wilberforce Public School our inclusive environment will support a collective responsibility for students to develop an understanding of their own learning and build the knowledge, skills and experiences to be Visible Learners, who are actively engaged local and global citizens.

## School context

**Wilberforce Public School** is in a semi-rural environment, in the Hawkesbury District, north-west of Sydney. The school has 351 students with a dynamic and caring staff, providing a rich and varied learning environment. The school has a strong academic record and this, combined with sound performing arts and successful sports programs, gives opportunity for the students to gain a well-rounded education.

We have high expectations of our students, and our school motto “Striving for Success” inspires staff to equip students with the skills to learn and to adapt to an ever-changing world and, at the same time, set purposeful goals to further their own learning.

Our learning programs are underpinned by John Hattie's Visible Learning and utilise an array of technology to enhance access to syllabus outcomes and to ensure students can plan their future learning, make informed and strategic decisions about the world around them and develop a passion for learning.

## School planning process

The planning process was initiated in 2017 and has become more extensive throughout 2018. By seeking the opinion of students, staff and the community, we have developed clear strategic directions which will be achieved through realistic and effective milestones. The feedback process included surveying these three groups to ensure a wide and diverse range of opinions. This data was then reviewed to analyse our strengths and to explore opportunities for development.

Parents were asked a range of questions relating to the strengths and directions of the school, including learning pedagogy, technology, and wellbeing.

Students were asked a range of questions regarding the learning process, how they perceive the school environment and what they view as a successful learner.

In 2018, continued feedback from teachers included; how they perceive the school is resourced, how learning programming and teaching occur across the school and how organisational and leadership structures function within the school.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

To create an inspirational learning environment which challenges students to be self-directed learners.

### Purpose:

To provide a learning environment and culture which inspires and challenges students to become engaged, self-motivated learners who are equipped with the personal resources for a successful future. The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support high expectations, enable students to have clear expectations about their own learning and develop effective partnerships within their community to promote wellbeing.

## STRATEGIC DIRECTION 2

To develop consistent, high quality educational pedagogy, which uses evidence-based strategies to create student centred learning.

### Purpose:

To support our teachers in creating consistent, collaboratively-designed programs that have clear learning intentions, explicit literacy and numeracy content and provide adjustments, differentiation and integrated technology. We will improve staff capacity, through professional development, accreditation and collaborative practices and by employing evidence-based teaching strategies to measure the impact on student learning.

## STRATEGIC DIRECTION 3

To build partnerships within our community which foster a culture of inclusion and belonging.

### Purpose:

To build genuine partnerships within our community, which increase active participation and foster a culture of inclusion and belonging for all families. We will ensure efficient and effective systems, procedures and policies are developed and implemented to support pedagogical practices and improve student learning.

# Strategic Direction 1: To create an inspirational learning environment which challenges students to be self-directed learners.

## Purpose

To provide a learning environment and culture which inspires and challenges students to become engaged, self-motivated learners who are equipped with the personal resources for a successful future. The school will share a collective responsibility for student wellbeing and foster rich curriculum experiences which will support high expectations, enable students to have clear expectations about their own learning and develop effective partnerships within their community to promote wellbeing.

## Improvement Measures

100% of students will use learning intentions, success criteria, self assessments and feedback to achieve personal curriculum outcomes.

95% of students will reflect positively on the learning culture of the school, be able to articulate the qualities of a good learner and state their own learning progressions and expectations.

Over the course of a year, 95% of students will engage in positive behaviour practices in classrooms and the playground.

70% increase in engagement in extra curricular activities.

Positive growth for 85% of students in Years 3 and 5 in all aspects of NAPLAN.

## People

### Students

Will have the skills and capacity to evaluate, create and direct their own learning pathways in order to become tolerant, dynamic global citizens.

### Staff

Will be proactive about their own learning and supported in ongoing professional learning in Visible Learning methodologies. Teachers will create a structured yet dynamic learning environment for students through the provision of engaging learning programs.

### Community Partners

Will be confident and able to contribute to the school community and learning programs.

### Leaders

Continually reflect on processes and practices to improve learning and provide leadership for the implementation of evidence-based programs to colleagues, students and the broader school community.

### Parents/Carers

Parents will effectively contribute to create learning opportunities for their children.

## Processes

Visible Learning – Develop a framework for the implementation of Visible Learning strategies tailored to the learning culture and environment of Wilberforce Public School.

Engage Every Student – by implementing targeted wellbeing and curriculum initiatives to increase engagement, address individual student learning needs and improve attendance.

Assessment Aware Learners – Students will have a greater understanding of their own learning capacity and understand how to self-evaluate their own work.

## Evaluation Plan

Student pre and post standardised data for spelling, reading, writing and mathematics assessments.

Analysis of NAPLAN data each year to track improvements in Literacy and Numeracy.

Analysis of Tell Them From Me student data and student feedback.

## Practices and Products

### Practices

Visible Learning pedagogy will be evident in all classrooms with the use of student centred learning practices.

Students will be facilitated to direct their own learning and engage in meaningful programs to establish positive learning strategies and resilience.

Students will use self-reported grades and rubrics to evaluate their work.

### Products

Increased number of students achieving in the top two bands in all aspects of NAPLAN compared to 2014–2017 data.

School based evidence will show all students have increased their ability to apply feedback, learning intentions, success criteria and utilise technology to direct their own learning.

All classrooms will be well-managed with a consistent school-wide approach to foster engagement and minimise disruptions.

## Strategic Direction 2: To develop consistent, high quality educational pedagogy, which uses evidence-based strategies to create student centred learning.

### Purpose

To support our teachers in creating consistent, collaboratively-designed programs that have clear learning intentions, explicit literacy and numeracy content and provide adjustments, differentiation and integrated technology. We will improve staff capacity, through professional development, accreditation and collaborative practices and by employing evidence-based teaching strategies to measure the impact on student learning.

### Improvement Measures

100% of Literacy and Numeracy learning programs will show evidence of differentiation, effective feedback and evidence-based teaching methods.

All student achievement will be assessed using consistent teacher judgement and be tracked and collaboratively recorded using assessment for, as and of learning to determine learning directions and monitor student progress and targeted programs.

All teachers will successfully engage in professional development opportunities and lesson observations related to their PDP to improve teaching practice and maintain or progress their accreditation.

All students will have access to reliable technology and learn from the digital curriculum.

An increase of 15% over 3 years of students achieving in the proficient bands in NAPLAN.

### People

#### Students

Will be engaged in the curriculum and expand their ability to monitor and reflect on their learning successes to determine the next progression in their learning.

#### Staff

Will build their capacity to deliver innovative, quality teaching and administrative practices through professional learning that explores their strengths and allows them to target their own professional development based on the Australian Professional Standards for Teachers and the PDP process.

#### Parents/Carers

Will develop increased knowledge of curriculum and pedagogy through workshops and parent meetings.

#### Leaders

Will guide teachers and the school community to develop and share effective pedagogy and learning tools that allow students to challenge and determine their own learning progressions.

Leaders will provide instructional leadership to facilitate teachers through the accreditation process, professional development and support ongoing improvement in student outcomes.

### Processes

Professional Learning Culture – based on innovative pedagogy, best curriculum practice and the Australian Teaching Standards. Teachers will mentor, provide collegial feedback and utilise collaborative planning practices to implement specific literacy and numeracy programs which target student outcomes.

Digital Evolution – to upgrade and monitor technology infrastructure and embed innovative pedagogy to achieve targeted learning outcomes.

Evaluative Practice – improve data collection and analysis techniques to implement targeted programs, improve differentiation and support and extend student learning.

### Evaluation Plan

Progress of students as defined by NAPLAN and school based data.

Analysis of data from Tell Them From Me Surveys.

Evaluation of PDP process, accreditation levels, feedback of teacher observations

### Practices and Products

#### Practices

All teachers will use differentiation practices which includes the utilisation of technology.

A school wide learning environment will be fostered to ensure a consistent approach to engagement and to maximise learning time.

Staff will apply assessment for, as and of learning to monitor student progress and inform directions. Students will reflect on assessment indicators using rubrics and success criteria.

All teachers will evaluate their teaching using data to focus effort on pedagogy and practices which yield high results.

#### Products

All teachers will maintain or progress their accreditation status and participate in the PDP process to improve their teaching.

Targeted Literacy and Numeracy programs will be implemented to cater for the specific learning needs of all students.

Students will have access to increase digital technologies and curriculum.

# Strategic Direction 3: To build partnerships within our community which foster a culture of inclusion and belonging.

## Purpose

To build genuine partnerships within our community, which increase active participation and foster a culture of inclusion and belonging for all families. We will ensure efficient and effective systems, procedures and policies are developed and implemented to support pedagogical practices and improve student learning.

## Improvement Measures

Increased student participation in curricular and extra-curricular activities which leads to improved engagement and school identity.

Increased engagement by leaders, teachers, parents and students in educational networks, including the Hawkesbury Learning Community.

Teacher and parent surveys shows the leadership team supports pedagogy, wellbeing and student achievement through effective management of processes, practices and resources. Parents will show an increase in their ability to support student learning.

## People

### Students

Will develop a strong sense of affiliation with the Wilberforce and global communities. Students will facilitate their own skills and capacity to become successful learners who are tolerant, respectful and responsible citizens.

### Staff

Will support engagement within the Hawkesbury Learning Community and wider educational networks to improve access to programs for all students.

### Community Partners

Will improve their capacity to support student learning. Partners will collaboratively engage in practices to support student attendance and extra-curricular activities.

### Leaders

Will implement instructional leadership which fosters inclusive teaching practices and collaboration amongst teachers, community members, school networks and students.

### Parents/Carers

Will be actively involved in curriculum initiatives, school events and their child's learning.

## Processes

Education Partnerships – further develop our educational partnerships with our pre-learning centres, local high schools, primary schools, universities and the Hawkesbury Learning Community to support curriculum implementation, innovative pedagogy and improved communication.

Reform Policy and Practice – to promote inclusivity, streamline best practice and ensure students are engaged in all facets of school life.

Community Engagement – Teachers and school leaders will build an awareness and understanding of pedagogy and new curriculum through increased communication and parental workshops.

## Evaluation Plan

Student participation in school and community events.

Tell Them From Me Surveys.

Engagement of parents in teaching and learning based activities.

## Practices and Products

### Practices

Community members will engage in the learning environment and have a greater understanding of learning and the curriculum.

The Leadership team will practise instructional leadership to sustain a culture of effective evidence-based teaching and ensure the community focuses on improvement in student attainment.

The school will be actively engaged in, and communicate with, the local and wider learning communities.

### Products

Parents will have greater knowledge of curriculum and pedagogy to support teaching practices and learning at home.

Parents will be actively involved in curriculum initiatives, school community events and their child's learning. Celebrations of student achievement will occur on a regular basis.

Management practices and processes will be responsive to school community feedback. School policies, practices and programs will positively acknowledge families as partners in their children's learning.

Professional learning networks established to enhance teaching and learning and improve student achievement.