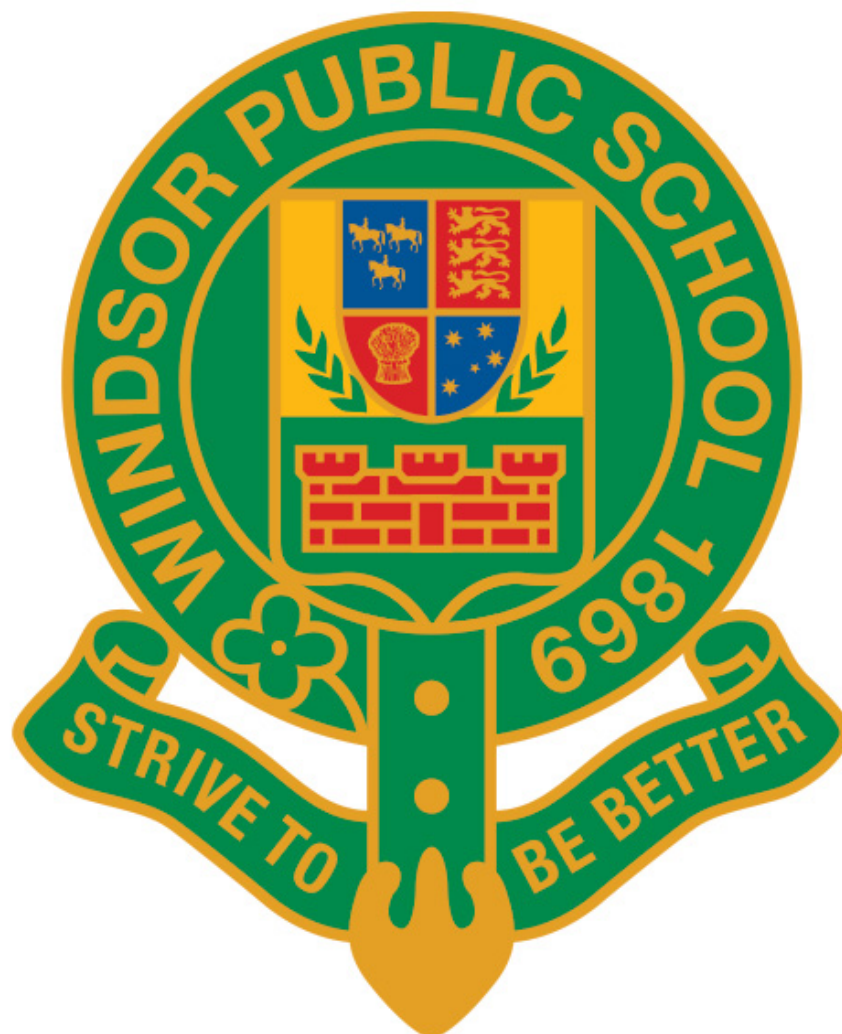


School plan 2018-2020

Windsor Public School 3459



School background 2018–2020

School vision statement

To foster an encouraging learning environment, that creates and promotes critical thinking through collaboration of all stakeholders in the learning community of Windsor Public School.

We expect students to be safe at all times, to be tolerant and show respect to others, achieve the best they can whilst being resilient individuals.

School context

Windsor Public School is situated in a semi-rural community. It is a small school with a decreasing population (currently 160 students) with a small catchment area due to limited housing development.

The school serves a community that has strong family links and traditions from which enrolments are taken.

The school has a newly established leadership team with the appointment of two substantive Assistant Principals through merit selection.

An Instructional Leader has also been appointed to the Leadership Team for the duration of this plan. This has enabled the school to begin change to programs and practices.

Parents are supportive of school programs and the school has a dedicated, active P&C Association.

School staff prides ourselves in providing very strong and successful, positive welfare programs. Through the provision of excellent extra-curricular programs and initiatives, the school caters for the learning and social needs of the whole individual.

Windsor Public School embeds 21st Century learning skills into teaching and learning practice through the implementation of DoE syllabus.

School planning process

In 2017, processes were undertaken across the school's community to review current practices and collect evidence including student results, along with survey data from staff, students and parents. This process included parent and staff forums to review the strengths, opportunities and areas for future development across the school community.

As a result, three key strategic directions were identified as bases for future development.

These are:

- Actively, engaged and successful learners
- Quality teaching and leadership
- Connected communities and wellbeing

Each strategic direction provides details of the purpose (why), people and processes (how) and products and practices (what) that are to be realised through the implementation of the plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Actively engaged, informed and successful learners

Purpose:

Establish a strong foundation in Literacy and Numeracy for all students, with deep content knowledge and confidence in their ability to learn, adapt and be self-regulated learners.

STRATEGIC DIRECTION 2

Quality teaching and leadership

Purpose:

Promote collaborative practice to drive systematic improvement while supporting a culture of high expectations and differentiated learning.

STRATEGIC DIRECTION 3

Connected communities and wellbeing

Purpose:

To strengthen community partnerships and collegial links, using collaborative networking to promote and generate learning, innovation and a planned approach to whole school wellbeing by school and community.

Strategic Direction 1: Actively engaged, informed and successful learners

Purpose

Establish a strong foundation in Literacy and Numeracy for all students, with deep content knowledge and confidence in their ability to learn, adapt and be self-regulated learners.

Improvement Measures

Increase the percentage of students achieving at or above state in Literacy and Numeracy. At least 35% of students achieve in the top two bands for NAPLAN Reading, Writing and Numeracy.

100% of students responsible for their own learning goals in Literacy and Numeracy.

People

Staff

Staff have knowledge and an understanding of 21st Century learning and practice.

Students

Students have knowledge and an understanding of 21st Century learning and practice.

Students

Students share a growth mindset about the learning environment.

Students

Students understand and reflect on their learning goals.

Students

Students know when and why assessments are undertaken.

Parents/Carers

Parents understand and support student learning goals and assessment approaches.

Processes

The school develops explicit expectations for teaching and learning.

The school has systems in place that support staff in guiding student goals in Literacy and Numeracy.

Evaluation Plan

Progress towards improvement measures will be evaluated through:

- school-based surveys
- learning walks
- evaluation of classroom environments
- use of student tracking sheets K-6
- teacher programs showing differentiation in all KLAs
- development of PLPs/IEPs
- supervision of students' work samples

Practices and Products

Practices

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Every teacher uses effective feedback to facilitate future goals.

Students engage in self-regulation to reflect, review, refine & implement learning goals.

Products

All students setting individual learning goals based on Literacy/Numeracy progressions.

Assessment is used flexibly and authentically as an integral part of daily classroom instruction.

Strategic Direction 2: Quality teaching and leadership

Purpose

Promote collaborative practice to drive systematic improvement while supporting a culture of high expectations and differentiated learning.

Improvement Measures

100% of teaching and learning programs reflect evidence based practices, are data driven, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

There are explicit systems for collaborative practices and the sharing of feedback to enhance and sustain quality teaching practice across all stages for all staff.

People

Students

Students will understand how to work towards achieving their personal best.

Staff

Staff will work collaboratively to share resources and discuss best practice.

Staff

All teachers will enhance their knowledge of professional standards and PDPs to identify and monitor specific areas for development and continued improvement.

Staff

Teams will build their skills in using assessment data/learning progressions to inform teaching practice.

Leaders

Leadership team develops and enhances practices and systems to effectively support school operations and teaching.

Leaders

The leadership team sources quality professional learning to address identified needs.

Leaders

The leadership team encourages the pursuit of higher levels of accreditation.

Community Partners

Community will develop an understanding of and value teacher professional learning.

Processes

Embed evidence based practices into teaching and learning.

Embed systems and collaborative practices for collecting, analysing and using data to inform teaching and learning practice.

The leadership team ensures that there is collaboration across school, stage and committees to develop shared understanding of curriculum knowledge, data, feedback and other information about student progress and achievement.

Evaluation Plan

School based assessment schedule.

Pre and post data analysis.

Classroom programs and observation feedback sheets.

Plan2 data entry.

Practices and Products

Practices

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement including adjustments to support learning or increase challenge.

Shared school-wide responsibility is evident through collaborative practice, purposeful leadership and quality teaching and learning.

Products

Principal and school leadership team have established instructional leadership practices resulting in sustained and measurable whole school improvement.

There are embedded systems and practices to facilitate professional dialogue, collaborative and classroom observation to model effective teaching.

Strategic Direction 3: Connected communities and wellbeing

Purpose

To strengthen community partnerships and collegial links, using collaborative networking to promote and generate learning, innovation and a planned approach to whole school wellbeing by school and community.

Improvement Measures

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations

Wellbeing data will reflect incremental improvement across all school settings.

Community participation in school-based initiatives will increase from 12% to 50%.

People

Leaders

The school needs to identify expertise within the community and draws on this to further develop the learning community.

Staff

Will establish collaborative links with the local community where appropriate, on decisions that deliver benefits to both.

Staff

Staff, students, parents and the broader school community develop a shared understanding of the vision, values and priorities of the school.

Students

Will develop strong awareness of the wellbeing practices inclusive of PBL, within the school.

Staff

Will develop strong awareness of the wellbeing practices inclusive of PBL, within the school.

Students

To value and be committed to the wellbeing practices and their implementation within the school.

Staff

To value and be committed to the wellbeing practices and their implementation within the school.

Processes

Established 'communities of practice' and networks that assume shared responsibility for promoting individual and collective measures for the on-going growth and development of the school.

Build a systemic organisational culture that is creative and innovative to promote achievement and foster wellbeing for every student.

Evaluation Plan

Surveys with students, parents and caregivers

Community forums

Tell Them From Me (TTFM) surveys

Communication & Engagement Directorate

Impromation Platform

Class/School Dojo

EBS4

Practices and Products

Practices

Teachers, parents and the community work together to support consistent and systematic processes that impact on learning outcomes.

The school engages in strong collaborations between schools and students that inform and support continuity of learning.

School Planning incorporates strategies to enhance wellbeing, learning and engagement.

Positive, respectful relationships are evident and widespread among students, staff and community.

Products

An informed and involved community.

Partnerships in learning with all stakeholders support clear and improvement aims and planning for learning.

The school's wellbeing approach has created an effective environment for learning.