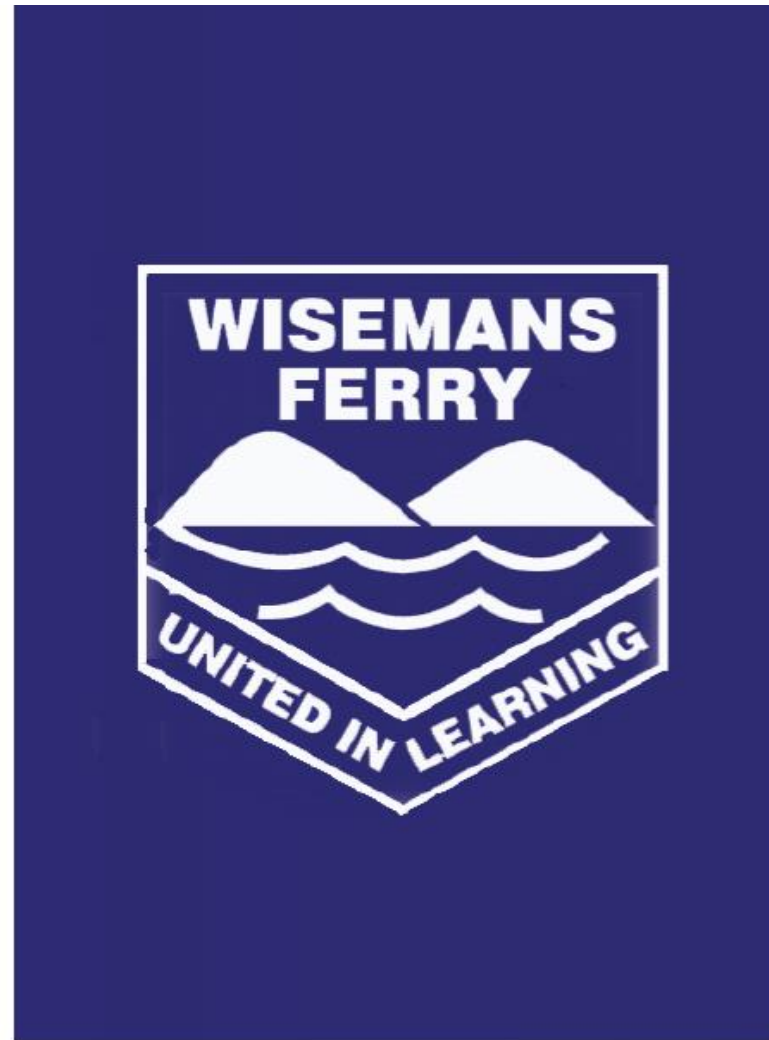


School plan 2018-2020

Wisemans Ferry Public School 3470



School background 2018–2020

School vision statement

At Wisemans Ferry Public School, we recognise that each child is an individual, that all are creative and need to succeed. We nurture each other in an inclusive, encouraging environment, where staff and students care for and support each other. We endeavour to engage students, parents and the community in shared learning experiences, working in partnership to support students in becoming successful, confident, creative, informed and engaged learners with a respect for themselves and others.

Our vision is that children leave school with a high quality education, a set of moral values (honesty, integrity and good judgement), an enquiring and discriminating mind with a desire for knowledge, strong self-esteem and high personal expectation, and tolerance and respect for others.

School context

Wisemans Ferry Public School is a small, semi-rural school, located on the banks of the Hawkesbury River. The school was established in 1865 and has attractive grounds with beautiful garden areas.

The school serves students from the rural communities of Wisemans Ferry, Webbs Creek, Gunderman and Laughtondale. The school motto is “United in Learning”.

While our school has a strong focus on literacy and numeracy, our school prides itself on educating the ‘whole’ child.

The happy, family atmosphere at Wisemans Ferry Public School touches all aspects of school life. All children develop strong networks through the grades. This enhances social skills in a positive, nurturing environment.

School planning process

The Wisemans Ferry Public School Plan 2018–2020 sets clear strategic directions with details of purpose, people, processes, products and practices for the next three years. Milestones then elaborate specific details with clear, explicit improvement measures.

In 2017, a process was undertaken across the school to review current practices. Evidence was collected from staff, students and the community.

This included student results, attendance and behaviour data, survey data and community discussions. As a result, two key strategic directions were identified as a basis for a shared commitment to future developments.

These are:

Personalised Learning

Quality Collaborative Teaching

Key DoE reforms also considered in the shaping our plan were Great Teaching Inspired Learning, Local School Local Decisions, Every School Every Student, Connected Communities, and Literacy/Numeracy.

During the process the plan was further refined by revising with staff, parents and Principal Liaison Officers.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality Collaborative Teaching

Purpose:

To build and sustain a professionally engaged workforce that is underpinned by current evidence based collaborative teaching practices so that teachers remain at the forefront of future focused learning.



STRATEGIC DIRECTION 2

Personalised Learning

Purpose:

That the school is focused on individualised learning and builds educational aspiration for students and teachers so that ongoing performance improvement is visible to the school community.

Strategic Direction 1: Quality Collaborative Teaching

Purpose

To build and sustain a professionally engaged workforce that is underpinned by current evidence based collaborative teaching practices so that teachers remain at the forefront of future focused learning.

Improvement Measures

Students knowing and understanding their 'learning intentions' and 'success criteria' and can articulate their learning in relation to themselves.

At least 80% of students achieve a minimum one year's growth for one year's worth of learning as evident in school based tracking systems in literacy and numeracy.

People

Staff

Staff willingly participate in professional learning that is evidence based and use data to ensure high levels of engagement in learning. Teachers understand what a year's worth of growth looks like in relation to each tracking system. Staff are using a growth mindset to challenge personal learning goals for themselves and students.

Leaders

Leaders prioritise professional learning opportunities that enhance staff capabilities to deliver evidence based initiatives that supports student learning and achievement.

Parents/Carers

Parents develop an awareness and understanding of effective classroom practice with a mindset shift from what teachers are teaching to what their child is learning.

Community Partners

A group of committed schools will develop strong collegial support for the implementation of effective classroom practices.

Processes

Collaboratively implement John Hattie's, Visible Learning research to develop high quality professional learning in literacy and numeracy teaching practices, K-6.

L3 research and pedagogical practice to be implemented in ES1 and St 1.

Evaluation Plan

TTFM surveys

Classroom Observations

PLAN / PLAN2 Data

L3 data

Annual school community surveys

Program audit

PDPs

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress throughout English and Mathematics.

Learning Intentions, Success Criteria and learning goals are displayed in all classrooms and used to drive teaching and learning.

Products

Regular tracking of students' learning growth is evident in teaching and learning programs.

95% of teachers have deep understanding of the teaching and learning cycle.

Teachers have a deep knowledge and understanding of contemporary teaching practices.

Programs reflect the differentiated nature of teaching at Wisemans Ferry PS.

Strategic Direction 2: Personalised Learning

Purpose

That the school is focused on individualised learning and builds educational aspiration for students and teachers so that ongoing performance improvement is visible to the school community.

Improvement Measures

Strong evidence that evidence based teaching practices lead to improved student outcomes.

Internal and external school data shows improvement in learning achievement for all students.

Proportion of students increased by 10% in top two Naplan bands in reading and numeracy

People

Students

Students are responsible for their own learning and can articulate where they are on their learning journey and identify what their next learning goals will be.

Students have high expectations of themselves as learners and demonstrate this through engagement in learning and goal setting. Students will develop resilience and persistence throughout challenges.

Staff

Staff deepen their understanding of the impact of their teaching practice to develop a collaborative and evaluative approach. They will be skilled to provide individualised instruction according to student needs.

Leaders

Leaders provide instructional leadership to students, staff and parents regarding the implementation of research based initiatives.

Parents/Carers

Parents and carers are active participants in their child's learning through participation in information sessions and student goal setting.

Community Partners

A group of committed schools will develop strong collegial support for the implementation of effective classroom practices.

Processes

MMWaC learning community undertake professional learning based on research by John Hattie (Visible Learning).

Professional learning is undertaken by school staff on the evidence based programs in literacy and numeracy including Visible Learning, L3, literacy and numeracy learning progressions.

Staff explore forms of assessment, particularly formative assessment, and how assessment data can be used to inform individualised teaching and learning programs to provide effective feedback to students and engage parents in the education partnership.

Professional learning is undertaken by school staff on the teaching and learning cycle.

Evaluation Plan

Student work samples

TTFM survey data (staff, students and parents)

Annual school community surveys

Parent Anecdotal Feedback

Teaching and learning programs

L3 data

PDPs

Practices and Products

Practices

Students are actively engaged in and have a sense of ownership of their own learning, understanding curriculum content through goal setting, work samples and assessment tasks.

Teachers provide deep reflections of the implementation of the teaching and learning cycle, and know where students are on their learning journey providing meaningful feedback to help students move forward.

Both formative and summative assessment is used to track student achievement.

Products

All students will have individual learning goals.

Both formative and summative assessment is used to track student achievement.

All staff and 95% of students are able to set clear and effective goals.

Students achieve value added growth for one year's worth of learning as evident in school based tracking systems in literacy and numeracy.