

# School plan 2018-2020

Woodburn Public School 3490



*Woodburn*  
PUBLIC SCHOOL

# School background 2018–2020

## School vision statement

Woodburn Public School is committed to providing all students with an inclusive education, that provides opportunities to be academically, socially and culturally challenged and developed.

School staff are committed to developing a school culture that inspires the learners of today to be the creators of the future. There is a commitment to doing things better now and for the future.

***Our school aspires to being recognised as the educational institution of choice for our school community.***

## School context

Woodburn Public School is a growing school, focused strongly on the provision of support to all students to meet their academic, social and cultural needs. Student numbers have steadily grown in recent years.

The school caters for the diverse learning needs of students, with two MC (multi-categorical) support classes in place from 2018. Numbers have increased to approximately 140 enrolments for 2018.

Woodburn PS services the educational needs of a low socio-economic community and utilises the additional financial support provided by the Department of Education to try and meet these needs.

Woodburn PS benefits from an active staff that seeks to provide a positive and rewarding learning experience for all students. Literacy and Numeracy are priority areas.

## School planning process

The school planning process for the development of the 2018–2020 school plan has centred around the school's external validation in 2017. The revised school plan has been constructed in line with the School Excellence Framework V2.0, with several projects stemming directly from the 2017 review.

School staff were active participants in the 2017 External Validation and therefore helped shape the directions established for future school growth. Parents, community and student feedback and input into the External Validation also added to the areas identified.

The 2018–2020 school planning and development processes has continued to engage all stakeholders for ideas and clarification on where the school is heading and how it intends progressing to that point.

Processes used to engage staff, parents and students in the plans' development include:

- External Validation 2017
- EV Executive Summary
- Teacher Professional learning and Planning meetings
- P&C Meetings
- Newsletter articles
- TTFM surveys

The 2018–2020 School Plan is a blueprint for the future. It will continue to be refined to meet the identified needs of the school as we work toward our goal of meeting the academic, social and cultural needs of all students.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Purposeful Learning

**Purpose:**

To ensure a student centred learning environment that nurtures, guides challenges and inspires all students through an individualised learning journey, with a strong focus on the core literacy and numeracy skills that facilitate success.



**STRATEGIC  
DIRECTION 2**  
Quality Teaching

**Purpose:**

To provide all students with a rich and meaningful education provided to them through high level teaching and learning programs and practices, that are evidence based and data driven.



**STRATEGIC  
DIRECTION 3**  
Inspired Leading

**Purpose:**

To embed a culture of instructional leadership, shared across a diverse and capable team, where all staff can confidently add to the growth and development of each other.

# Strategic Direction 1: Purposeful Learning

## Purpose

To ensure a student centred learning environment that nurtures, guides challenges and inspires all students through an individualised learning journey, with a strong focus on the core literacy and numeracy skills that facilitate success.

## Improvement Measures

### Wellbeing – Individual Learning Needs:

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students wellbeing and learning needs in consultation with parents/carers.

### Assessment – Student Engagement:

Students and parents understand the assessment approaches used in the school and their benefits for learning.

Feedback from students on their learning derived from their assessments informs further teaching.

### Literacy and Numeracy:

Increase the percentage of students demonstrating expected growth in Literacy and Numeracy.

## People

### Students

Develop the ability to share in personalised learning plans, self reflection and evaluation, and using feedback to strengthen performance.

### Staff

Staff engage with syllabus documentation, Learning Progressions and PLAN2 as tools to support accurate data analysis of student achievement, using the data/evidence to strengthen and direct teaching and learning.

### Leaders

Develop the culture of evidence based practices and coordinate the schools participation as an EAfS Supplementary School in 2018

### Parents/Carers

Engage with opportunities to work in partnership with teachers to develop personalised learning plans that focus on the unique learning needs of their children.

## Processes

### Individual Learning Needs:

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Student Engagement:

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practices in every classroom, confirming that students learn what is taught.

### Literacy & Numeracy:

Literacy and Numeracy are the core syllabus documents that underpin a strong learning foundation. The school will implement the Literacy and Numeracy strategy, embedding synthetic phonics and other reading strategies to support student achievement.

## Evaluation Plan

Progress toward achievement will be monitored through:

- L3/L3s1 Data collection and analysis
- Review of PLPs and engagement of parents in planning process
- PLAN 2/Learning Progression
- NAPLAN data analysis

## Practices and Products

### Practices

L3/L3S1 implementation across K–3 classes, with a focus on data collection and analysis to guide future learning.

Implementation of Literacy and Numeracy Learning progressions K–6, along with PLAN 2, as tools for student assessment and data driven teaching. (EAfS 2018)

Development of personalised learning plans targeted at individual student need. All staff will create PLPs for all indigenous, IFS and Support Class enrolments as a minimum.

Students are provided with meaningful 'feedback' on their learning to guide and enrich future learning. This will include provision of explicit success criteria and learning scaffolds.

Teachers use learning intentions, success criteria, assessment scaffolds and feedback as day to day elements of successful and meaningful teaching and learning.

### Products

Centralised and consistent use of tools (learning progressions/PLAN2/Sentral) to track, monitor and guide student learning and teaching and learning programs.

Data analysis templates and proformas are established to support staff in collecting, analysing and using data to inform practice. These forms are being used to support teachers in data collection.

# Strategic Direction 2: Quality Teaching

## Purpose

To provide all students with a rich and meaningful education provided to them through high level teaching and learning programs and practices, that are evidence based and data driven.

## Improvement Measures

### Professional Standards – Improvement of practice:

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by teachers, and improves practice as required.

### Data Skills and Use – Data use in teaching:

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## People

### Students

Engage with learning experiences that allow them to be creative and critical thinkers, and where their learning is supported by enhanced feedback and focus on continued improvement.

### Staff

Teachers will demonstrate their proficiency and competence as professionals through evidence as matched to the professional teaching standards.

Staff will engage with professional learning and be provided time to embed and refine practices related to critical and creative thinking, purposeful assessment, personalised learning and providing students with meaningful and purposeful feedback.

### Leaders

Develop and support teaching staff to engage with, and extend themselves, as quality practitioners who deliver personalised learning and where all students achieve success.

The principal and assistant principal will be seen as the key instructional leaders within and across the school.

### Parents/Carers

Parents have a strong commitment to the school's goals and the personalised learning of students, and are confident that teachers are providing students with a rich and engaging experience at school.

## Processes

### Improvement of practice:

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional learning standards. Professional Standards area reference point for whole school reflection and improvement.

### Data use in teaching:

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

## Evaluation Plan

Progress toward achievement will be monitored through:

- Review of teaching and learning programs
- Lesson observations
- Team meetings and shared dialogue
- Student performance analysis
- TTFM survey responses
- Feedback re Professional Learning experiences

## Practices and Products

### Practices

Consistent teaching and learning practices are enriched and incorporate opportunities for students to be critical and creative thinkers.

All teachers provide quality feedback, based on success criteria and learning intentions, to help students understand and enhance their own learning.

Development and implementation of a whole school focus on Critical and Creative Thinking, where teaching and learning programs are challenging, engaging and exciting and stimulate student engagement.

Teachers will review student data records regularly, particularly in the areas of Literacy and Numeracy achievement, in line with the school's assessment schedule

This evidence will be used to guide and extend future learning experiences, personalised learning plans and develop effective feedback to students to guide future learning

### Products

Teachers develop resources that support clear learning intentions, success criteria and avenues to assess student achievement and to guide quality feedback.

Teachers develop 'evidence' banks of student assessment data, which supports whole school and class level analysis of student performance.

Teachers have access to and use student performance data to plan teaching and learning and differentiate the curriculum.

# Strategic Direction 3: Inspired Leading

## Purpose

To embed a culture of instructional leadership, shared across a diverse and capable team, where all staff can confidently add to the growth and development of each other.

## Improvement Measures

### Educational Leadership – Instructional Leadership:

The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

### School Planning, Implementation and Reporting – Continuous Improvement:

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools.

## People

### Staff

Teachers will embrace opportunities to lead in areas of interest and competence, and be challenged to engage in professional learning that extends their capabilities.

### Leaders

Develop and support staff to take leadership roles and responsibilities – creating a culture of instructional leadership.

### Parents/Carers

Engage with opportunities to provide input and feedback to the school with regard to how the community perceives school performance.

## Processes

### Instructional Leadership:

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Continuous Improvement:

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement.

## Evaluation Plan

Progress toward achievement will be monitored through:

- TTFM survey responses by staff
- Staff collaborative feedback
- Stage/Team meeting notes
- Review of leadership roles and responsibilities
- Staff participation and contribution to planning and evaluation

## Practices and Products

### Practices

Whole school processes of support will be provided to teachers, with ongoing support from the school's learning support team.

The leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis of student learning.

The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.

Develop processes and tools that engage all staff, through support and collaboration, to use data as a tool for student assessment, reporting AND future planning/learning.

### Products

Teachers will develop and implement personalised learning plans for students to meet the diversity of learning needs within classrooms.

Develop school based role and expectations documentation, that guides staff to successfully fulfil their roles and responsibilities.