

# School plan 2018-2020

## Woonona Public School 3510



# School background 2018–2020

## School vision statement

To provide students with opportunities and skills that will allow them to exceed their potential , engage in reflective practice, build strength as a learner and promote individual social, emotional and academic growth.

## School context

Woonona Public School was established in 1882 and has a long, proud history of serving and working with the local community, as it's motto, "learning and working together" suggests .Woonona Public School has an enrolment of 567 students working in 22 stage and grade based classes. The school's approach to teaching and learning is heavily invested in the work of Professor John Hattie and Dr Dylan Williams, Shirley Clark and Carol Dweck.

The school implements Visible Learning and formative assessment strategies across all areas of the curriculum. Our work revolves around three key questions– answered by students and staff alike– Where am I? Where do I need to go? How will I get there?" We regard, effective feedback , evidence based practice and data driven quality teaching as the keys to success .

Of great pride to us is the fact the school was filmed by The Australian Institute for Teaching and School Leadership ( AITSL) as an exemplar of a whole school culture steeped in formative assessment and effective feedback. This work placed on the AITSL website is used to assist schools nation wide and was the most downloaded resource on the AITSL web site in 2017.

The school believes it has a moral imperative to assist others as this in turn leads to improved student outcomes system wide and frequently hosts visiting teachers and school leaders who come to see the school's work in action.

## School planning process

Staff, students and parents had the opportunity to take part in a variety of evaluation processes. These included, surveys, focus groups, face to face interviews, voice grabs and video evidence. Many suggestions have been adopted and used to enrich an already diverse range of opportunities enjoyed by students, staff and the community. Findings were published and presented across a range of platforms including the school newsletter, the P&C, in films presented to the school community at presentation days and Kindergarten Orientation as well as shared professional learning opportunities , at staff meetings, in class discussions and nationally via the Australian Institute for Teaching and School Leadership site and at external validation of our progress along the Schools Excellence Framework. Data gathered and analysed is used to inform the ongoing future direction of the school and this school planning cycle.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Keeping it Visible

### Purpose:

If we are to develop, build and refine our understanding and use of Visible Learning strategies, until it is the best it can possibly be, we must ensure it is embedded school wide, permeates all curriculum and contexts and is evident in the self reflective practices of all students and staff. We must respond to the outcomes of our own internal reflections, the outcomes of a school initiated external audit of our Visible Learning practices by experts in the field and the continuing evidence based practice, insight and ideas of leading education researchers, Hattie, Williams, Clark and Dweck.

## STRATEGIC DIRECTION 2 Quality Teaching

### Purpose:

If we are to provide quality teaching and learning experiences for all students that moves each student and each teacher forward and responds to need, there must be school wide agreement on what quality teaching, quality lessons and quality assessment across all contexts and curriculum looks like. We must then ensure this understanding is expected practice, embedded school wide. We must provide ongoing professional development focused on the teaching standards, research based publications, instructional leadership, micro-teaching, literacy and numeracy progressions and common school and system wide measures of impact.

## STRATEGIC DIRECTION 3 Data Driven Practice

### Purpose:

If we are to move all students forward we must ensure we know our impact, evaluate it and respond to it continuously. We will do this by developing the skills of all staff in the use, analysis and response to data that drives teaching and learning programs, ensuring there are common reliable evidence based measures of impact for school, stage, grade and class based analysis and that all staff reflect upon the data and use it to plan appropriate differentiated teaching and learning activities.

# Strategic Direction 1: Keeping it Visible

## Purpose

If we are to develop, build and refine our understanding and use of Visible Learning strategies, until it is the best it can possibly be, we must ensure it is embedded school wide, permeates all curriculum and contexts and is evident in the self reflective practices of all students and staff. We must respond to the outcomes of our own internal reflections, the outcomes of a school initiated external audit of our Visible Learning practices by experts in the field and the continuing evidence based practice, insight and ideas of leading education researchers, Hattie, Williams, Clark and Dweck.

## Improvement Measures

The language of learning is consistent school wide, used and understood by all stakeholders.

Show me don't tell me is common feedback practice.

Joint student/teacher deconstruction and construction of explicit success criteria continually improves until it is common practice and guides all related teaching, products, feedback.

Learner qualities and the associated language and mindsets are evident in classes.

Process and self regulated feedback is increasingly understood, used and reflected upon by staff and students.

## People

### Staff

Agree upon and use a common language of learning. Provide understand and have a range of strategies to facilitate opportunities and processes for "show me don't tell me" Make joint deconstruction and reconstruction of success criteria a priority. Use task, process and self regulated feedback in equal quantities as appropriate.

### Students

Students use the common language of learning, participate in joint deconstruction and construction of success criteria and use "show me don't tell me" strategies when self and peer assessing..

### Leaders

Work together to develop, facilitate and deliver ongoing professional learning that promotes the desired products and practices, monitoring and facilitating uptake.

### Parents/Carers

Parents and carers have an awareness of the strategies the school is using and the common language of learning that exists.

## Processes

Staff and students agree upon and use a common language for Visible Learning school wide. Staff will narrow the focus of success criteria, focussing on deep understanding of one to two skills at a time. Staff begin instruction on learner qualities and incorporate into everyday school life.

Staff and students work together to develop a range of strategies that facilitate "show me don't tell me" when providing feedback to self and peers.

Students & staff participate in ongoing joint deconstruction and reconstruction of exemplars, identifying what makes an exemplar, why some are better examples than others and what the success criteria to create an exemplar should contain. This is used to guide instruction, response/product and feedback.

Review AITSL and Visible Learning Plus resources. Revisit prior learning from Visible Learning consultants. Executive staff work with Visible Learning consultants to construct appropriate professional learning that will lead to increased levels of process and self regulated feedback in every classroom.

## Evaluation Plan

Internal/external audits. Observation of practice. Staff sharing and discussions. Student work and voice samples. Micro teaching captures. Lesson plans and planning cycles. Professional development plans, attendance and evidence of impact artefacts.

## Practices and Products

### Practices

Common language in regards to learning Intention/ success criteria, feedback, learner qualities and learning as opposed to doing, operates school wide.

Staff and students use "show me don't tell me" to prove attention to success criteria This evidence is used to support self and peer feedback.

Joint construction and deconstruction of success criteria by students and staff reflects qualities of exemplars and becomes common practice. Success criteria narrows and is reflective of one or two skills only.

Process and self regulated feedback is as common as task related feedback.

### Products

The school has a common language of learning.

Teaching programs and student work samples reflect attention to self regulated, process and task feedback.

# Strategic Direction 2: Quality Teaching

## Purpose

If we are to provide quality teaching and learning experiences for all students that moves each student and each teacher forward and responds to need, there must be school wide agreement on what quality teaching, quality lessons and quality assessment across all contexts and curriculum looks like . We must then ensure this understanding is expected practice, embedded school wide. We must provide ongoing professional development focused on the teaching standards, research based publications, instructional leadership, micro-teaching , literacy and numeracy progressions and common school and system wide measures of impact.

## Improvement Measures

Lessons reflect the elements of the schools policy on a quality lesson.

Staff increase proficiency in data analysis and differentiation, take responsibility for developing cycles and are able to teach the methods used to others.

The use of open ended questions used matches or exceeds that of closed questions.

The number of students requiring intervention for spelling/reading decreases as expertise in synthetic phonics increases.

Micro teaching is a commonly used tool for professional reflection.

## People

### Staff

Staff actively participate in the exploration of publications, discussion, professional instruction , micro teaching and collaboration that leads to consensus and adoption of quality classroom practice, differentiated assessment and learning that meets students at their point of need, increased use of open ended questions in all contexts. Staff train in, adopt and embed synthetic phonics K-2 and a revised approach to spelling 3-6.

### Students

Students have access to individualised instruction, learning goals and assessment opportunities. Questioning facilitates deeper understanding and connections by and for students . Students confidently use synthetic phonic strategies K-2 and apply these strategies to spelling 3-6.

### Leaders

Facilitate professional learning in and beyond the school , demonstrate best practice in action and actively mentor others in the adoption, use and refinement of expected practices .

### Parents/Carers

Parents are aware of changing practices for spelling and how best to support students at home. . Intervention, questioning and expected best practice strategies are discussed at parent forums as appropriate.

## Processes

Professional development on the elements of a quality lesson is provided that leads to the construction of an expected practice policy that is adopted school wide..

Collaboration, instructional leadership and classroom observation opportunities are provided to upskill staff on required practice and create a culture of shared responsibility.

Internal audits provide baseline data on the percentage of open and closed questioning in classrooms. Staff explore effective questioning resources and work together to adapt questions , closed to open. Staff adopt ideas and increase the percentage of open ended questions in their classroom-comparing to baseline data at years end.

Staff will undertake intensive training in the use of synthetic phonics program developing and embedding via a differentiated approach K-2 in company with changes to spelling 3-6.

Micro teaching as a means for self reflection by teacher develops and is adopted school wide.

## Evaluation Plan

Staff discussion forums and sharing sessions. Observation of practice.Lessons plans, programming cycles.Internal/external audits.Micro teaching captures.Professional development plans/logs. Internal/external data setsEntry/exit slips

## Practices and Products

### Practices

There is school wide agreement as to what the elements of a quality lesson are, how they align with teaching standards, CESE/AITSL publications ,documentation that reflects expected practice and school wide adoption of it.

Staff differentiate the success criteria effectively based on student data, the learning progressions and syllabus expectations in a manner reflective of the same skill at different levels of need. This together with shared responsibility for cycle planning is expected practice.

The use of open as opposed to closed questions matches that of closed questions across a range of contexts.

Differentiated synthetic phonic programs will operate effectively school wide with alternate Intervention strategies available for those in need.

### Products

Programmed cycles, , classroom observation, micro teaching, self and peer audits reflect attention to agreed practice.

Records of teacher self reflection show evidence of micro teaching and corresponding response to reflection.

# Strategic Direction 3: Data Driven Practice

## Purpose

If we are to move all students forward we must ensure we know our impact, evaluate it and respond to it continuously . We will do this by developing the skills of all staff in the use , analysis and response to data that drives teaching and learning programs, ensuring there are common reliable evidence based measures of impact for school, stage, grade and class based analysis and that all staff reflect upon the data and use it to plan appropriate differentiated teaching and learning activities.

## Improvement Measures

Evidenced based practice is consistent across the school and purposefully used in lessons as expected daily practice and supported on an ongoing basis via instructional leadership that moves all forward.

Evidence of summative and formative impact align school wide and are readily comparable and built upon for students.

Staff ability to collect, analyse, track , use and explain data continually improves and a consistent storage and tracking device is used.

Staff and students are able to explain how to use a range of data to to identify progress, where to next , formulate learning goals, access appropriate strategies and teach others how to do the same.

Pedagogical practice will constantly improve as staff respond to video evidence, feedback and set personal targets to work on with instructional leaders

## People

### Staff

Expected pedagogical practice is evident and readily observable in all cycle planning, classroom and school practices. Staff collaboratively analyse, use and respond to impact measures when planning and teaching. The capacity of all staff to lead data analysis, respond and plan from that data develops overtime until all are leaders .Staff up skill students until they can independently identify their progress and next learning goal and teach that process to others.

### Students

Students take part in ongoing internal and external measures of growth and skill. Students are able to map and articulate their learning journey and teach others how to do the same.

### Leaders

Provide or facilitate professional learning that drives the key components of this direction, actively practice, share and mentor others in the ongoing use of skills, practice and processes outlined.

### Parents/Carers

Understand how teachers and students track and plan individual learning journeys and have opportunities to share progress and provide feedback .

## Processes

Induction sessions , in house professional development, opportunities for classroom observation of experts in action and ongoing support through instructional leadership are made available to all new, returning and other staff as needed.

Consistent internal and external measures of impact are used across the school to measure growth over time, point of need and plan effective teaching and learning cycles.

Maintain data days expectations , involve all staff in cycle planning via gradual release of responsibility until all are leaders. Planning to reflect findings and where to next as identified by data, learning progressions and syllabi.

Staff teach students, how to identify skills mastered, skills to work and paths to mastery. The identified pathway becomes the learning goals ,visible to students and used daily to facilitate growth.

## Evaluation Plan

Coaching programs, data day analysis records, and video evidence, external and internal tracking measures, professional development records, PDPs, micro teaching captures, instructional leadership plans,

## Practices and Products

### Practices

New and returning staff understand and are unskilled the pedagogical practices of the school and are supported through implementation and refinement.

We know our impact, our students strengths and areas of need and respond accordingly. Growth is measured and responded to for each individual student K-6 .

Staff share responsibility for cycle planning and continuously increase their ability to collect , track, analyse and respond to data data . Sentral is the storage device.

Students understand and are able to teach others how to use the learning progressions to identify progress ,where to next and formulate learning goals.

### Products

Induction to pedagogy workshops, observations and mentoring practices are formalised.

Ongoing evidence of student growth, point if need and next step is available.

Evidence of data days and professional development in the analysis, use and response to data is evident .