

School plan 2018-2020

Windale Public School 3893



School background 2018–2020

School vision statement

Dream Believe Achieve

At Windale Public School we build relationships with all stakeholders based on transparency, honesty and mutual respect. Children are at the centre of every decision we make and everything we do.

We believe:

- All young people need a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.
- High expectation relationships should form the foundations of our daily conduct. Staff will display an openness to continuing to learn as leaders to drive the improvement journey and model this growth mindset to students.
- Our school culture should celebrate progression rather than achievement. Quality teaching time will be prioritised to improve every student. Every student should achieve a year's worth of learning for a year's worth of teaching.

School context

Windale Public School is located in east Lake Macquarie and is a proud member of the Waiyarang Community of Schools. The school has an enrolment of 196 students and is in a community with a high number of students identifying as being of Aboriginal or Torres Strait Islander descent.

The school services a low socioeconomic community and has a strong focus on high expectation relationships with a commitment to improving educational outcomes for all of its students. The teaching and learning programs encourage children to be Safe, Respectful and Responsible in line with our Positive Behaviour for Learning expectations.

Windale Public School has a School as Community Centre (SaCC – Milabah), a Department of Education appointed Aboriginal Education Officer (AEO) and a DoE Preschool facility all of which foster valuable links between the local and wider community and the school. The school has undergone significant changes in permanent staffing in recent years and with this increased stability has come an ambitious focus and commitment to improvement for all staff and all students.

School planning process

The annual evaluation was led by the school executive and involved participation of and consultation with key stakeholders including:

- teaching and non-teaching staff members
- students
- parents/carers
- Windale Public School P&C
- Minimbah Local Aboriginal Education Consultative Group
- Waiyarang Community of Schools
- Principal School Leadership, and
- Director, Public Schools NSW

Evaluation of the 2015–2017 school plan was driven by:

- community consultation with key stakeholders
- school context, and
- critical reflection of multiple sources of data as part of the school's self-assessment against each element of the School Excellence Framework.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Fearless Learners

Purpose:

Engaging every student in meaningful and future-focused learning experiences. Supporting students in achieving their full potential as successful, confident and creative individuals to become active and informed citizens.



STRATEGIC DIRECTION 2 Dynamic Teachers

Purpose:

Building capacity through focused professional learning and development to ensure that staff are engaged in ongoing, purposeful and evidence-based teaching practices.



STRATEGIC DIRECTION 3 Innovative Leaders

Purpose:

Enabling the school community to demonstrate inspirational leadership through a collaborative approach to decision making that is accountable, transparent and reflects the needs of our school.

Strategic Direction 1: Fearless Learners

Purpose

Engaging every student in meaningful and future-focused learning experiences. Supporting students in achieving their full potential as successful, confident and creative individuals to become active and informed citizens.

Improvement Measures

Windale Public School is committed to improvement and the provision of high quality educational opportunities for every child. Quality teaching time is prioritised to improve the learning outcomes of every student.

Our improvement measures will be evidenced by:

- Quality teaching and learning practices as identified through teaching programs and lesson observation.
- Tracking of individual student progress using the learning progressions (PLAN2) and NAPLAN performance analysis demonstrates increased numbers of students achieving higher levels of performance on external and internal measures.
- Increased student attendance based on aggregated data.

People

Students

- establish learning goals to achieve their full potential in literacy and numeracy.
- demonstrate positive skills and attributes that enhance their ability to make informed learning and behaviour choices.

Staff

- set and communicate clear learning intentions and model success criteria.
- utilise their understanding of current research and pedagogy to refine their capacity to maximise individual and collective wellbeing.

Leaders

- plan and promote school practices that support the whole student.

Parents/Carers

- work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Professional Learning

- Tailored support to build the capacity of every teacher to effectively utilise the learning progressions to track and extend student learning outcomes.

Quality Systems

- School data collection and learning support processes are streamlined.

Programs

- Implement and embed evidence based wellbeing programs responsive to student need.

Evaluation Plan

- charting and evaluation of progress against the SEF
- five weekly cycle of data collection and critical analysis
- IEPs and PLPs
- attendance data
- NAPLAN analysis
- lesson observations

Practices and Products

Practices

- There is demonstrated commitment within the school community that all students make learning progress.
- The school has explicit processes to collect, analyse and report specific internal and external student and school performance data on a regular basis.
- A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Products

- Data collection and critical analysis of student performance undertaken by all staff with timely feedback used to direct future learning.
- School human and financial resources are utilised to optimise student results.
- A clearly articulated learning culture of high expectations and high expectation relationships exists.
- Curriculum programs and teaching practices are evidence-based, engaging and innovative.

Strategic Direction 2: Dynamic Teachers

Purpose

Building capacity through focused professional learning and development to ensure that staff are engaged in ongoing, purposeful and evidence-based teaching practices.

Improvement Measures

At Windale Public School all teachers display an unwavering commitment to delivering excellence, equity and integrity as part of their everyday conduct. Staff collaboratively and expertly analyse system and school-based data to plan and implement a differentiated curriculum to meet the needs of all students.

Our improvement measures will be evidenced by:

- Strategic financial and work force planning that has strengthened the quality and effectiveness of school operations.
- Personalised practices and processes that are responsive to student, staff and community feedback.
- Demonstrated improvement in classroom practice across all staff.

People

Students

- demonstrate what they are learning and what they need to do to apply and master a new skill/strategy.
- apply a growth mindset towards learning and use feedback to improve their understanding.

Staff

- consistently implement curriculum, learning and wellbeing expectations across the school in line with the school's teaching handbook.
- maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise impact on student learning.

Leaders

- lead by example in using data to engage in evidence-based conversations about school improvement.

Parents/Carers

- demonstrate an increased understanding and involvement in school programs.

Processes

Professional Learning

- Tailored support to build the capacity of every teacher to facilitate future focused learning that is flexible and adaptive.

Quality Systems

- Development and ongoing refinement of a Windale Public School teaching handbook.
- Development of high quality school performance and development structures aligned to the Australian Teaching Standards and the unpacking of elements for attaining all levels of accreditation.

Programs

- Implement and embed evidence based learning and intervention structures responsive to student need.

Evaluation Plan

- charting and evaluation of progress against the SEF
- five weekly cycle of data collection and critical analysis
- financial and budgetary analysis
- AITSL Classroom Practice continuum

Practices and Products

Practices

- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-based, future-focused practices.

Products

- The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.
- Procedures and guidelines in the Windale Public School teaching handbook ensure consistency in expectations, programming and planning across the school.
- All staff members can identify areas for professional development through the Performance and Development Framework.

Strategic Direction 3: Innovative Leaders

Purpose

Enabling the school community to demonstrate inspirational leadership through a collaborative approach to decision making that is accountable, transparent and reflects the needs of our school.

Improvement Measures

Strong, strategic instructional leadership is the cornerstone of school excellence. At Windale Public School staff and community foster a commitment to the promotion of a school culture that is based on high expectations, inclusivity and a shared sense of responsibility for student learning, engagement, wellbeing and success.

Our improvement measures will be evidenced by:

- Increased forums for student voice and opportunities to participate in leadership experiences.
- Staff PDPs reflective of increased levels of confidence in professional practice and engagement in distributed leadership opportunities.
- School systems ensuring the delivery of Departmental policy clearly articulated to all stakeholders.

People

Students

- engage in leadership experiences and representative decision making processes on behalf of the student body and within their classrooms.

Staff

- engage in targeted professional learning programs using the Teaching Standards and School Excellence Framework.
- promote a culture of leadership, wellbeing and equity for staff and students.

Leaders

- demonstrate inspirational leadership and model evaluative, evidence-based practice.

Parents/Carers

- demonstrate interest in curriculum and opportunities to support student learning outcomes.

Processes

Professional Learning

- High quality professional learning utilised to build the capacity of all staff.

Quality Systems

- Implement and embed a cycle of annual procedural analysis and review.
- Opportunities to collaboratively plan, reflect, improve and deliver evidence-informed pedagogy scheduled into the school timetable.

Programs

- Evidence based practices drive decision making at all levels of planning and are responsive to the unique needs of the school.

Evaluation Plan

- charting and evaluation of progress against the SEF
- reflection and reporting on the impact of planned activities identified in the milestones
- student and staff surveys
- staff PDPs
- Business Intelligence reports

Practices and Products

Practices

- Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.
- The leadership team collaborate to support change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.
- The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Products

- Students are encouraged to have a voice and play an active role in the development of a supportive and proactive school culture which is responsive to the needs of the whole school community.
- Staff Performance and Development Plans are authentic working documents that are referred to regularly and form the basis of structured positive partnership mentoring sessions with supervisors.
- The school has clear procedures and guidelines established to ensure the effective implementation of Departmental policies.
- Succession planning and distributed leadership are clearly evident across all aspects of the school.