

School plan 2018-2020

Windsor South Public School 4066



School background 2018–2020

School vision statement

At *Windsor South Public School* we promote wisdom, strength and personal excellence in an ever-changing world by providing a caring, supportive, safe and engaging learning environment where all students will achieve to their full potential. Students will become respectful, life-long learners who contribute positively to their community.

We provide high quality education in every classroom every day to inspire students to be:

- * creative and confident individuals
- * responsible and respectful citizens
- * critical and creative thinkers
- * innovative and resourceful problem solvers
- * honest, resilient and optimistic students

School context

Windsor South Public School is based within a low socio-economic community in the Hawkesbury, and has an enrolment of 238 students, including 35% Aboriginal and Torres Strait Islander students. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 9 mainstream classes and an Early Intervention Unit.

An enthusiastic and collaborative staff are committed to achieving optimum student learning outcomes in a nurturing and caring environment. Quality teaching practice at Windsor South Public School demonstrates the implementation and monitoring of dynamic programs that are based on student needs, in a learning environment which aims for every student to reach their potential.

The school employs School Learning Support Officers and an Aboriginal Education Officer who all ensure that students have equitable access to support and are engaged in learning which has assisted in '*Closing the Gap*' between Aboriginal and non-Aboriginal students.

School planning process


Windsor South Public School reviewed the DEC Strategic Directions and Priorities during whole school staff meetings to guide the school vision for the future in meeting our student needs.

As a staff, over a series of staff meetings, we acknowledged our current situation and collected evidence to identify the future needs of students. We then identified 3–4 strategic directions which reflected the emerging needs and aspirations of our whole school community. We identified our improvement measures, processes, products and practices which will be implemented over the following 3 years.

To gain parental input and feedback of perceived school targets parents were offered the opportunity to contribute to planning through written surveys and discussion during P&C meetings.

Termly whole school staff meetings have been scheduled to review and reflect on the progress of our achievements.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Inspired Teaching

Purpose:

To develop a dynamic school-wide professional team of teachers and leaders who have personal and collective efficacy and responsibility for the educational outcomes and wellbeing of all students.



STRATEGIC DIRECTION 2 Successfully Engaged Learners

Purpose:

To ensure all students are actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, respectful citizens.



STRATEGIC DIRECTION 3 Productive Partnerships

Purpose:

To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable.

Strategic Direction 1: Inspired Teaching

Purpose

To develop a dynamic school-wide professional team of teachers and leaders who have personal and collective efficacy and responsibility for the educational outcomes and wellbeing of all students.

Improvement Measures

- 100% of teachers programming and delivering explicit learning intentions and success criteria for writing and mathematics.
- 80% of teaching staff indicate that they have an improved understanding of the Literacy and Numeracy Progressions.

People

Students

Students: will take responsibility for their own learning to be creative and critical thinkers. They will be engaged with teaching and learning programs that are meaningful, integrated and differentiated to meet their individual needs

Staff

Staff: will undertake targeted, explicit and innovative professional learning to improve our collective capacity to meet our students individualised learning, social and emotional needs

Community Partners

Community partners: will be provided with opportunities to consult and collaborate with our staff to develop trusting and transparent relationships.

Leaders

Leaders: have the capabilities and expertise to mentor, coach and lead staff to be inspirational, quality practitioners.

Processes

Visible Learning

Through mentoring and TPL to support staff and improve their understandings of:

- Data analysis & effect sizes
- CTJ
- Data walls & goal setting
- Learning intention / success criteria
- Feedback – student to teacher, teacher to student, teacher to teacher, student to student.

Writing

Teachers will develop quality explicit writing programs, with clear learning intentions and success criteria to develop inspired and creative writers.

Teachers will embed the 8 Ways of Learning pedagogy to meet the individual needs of diverse learners.

Teachers will routinely review student writing, providing specific and clear written and verbal descriptive feedback.

Early Action for Success (K–2) & Continued Action for Success (3–6)

Through mentoring and TPL to support staff to improve their understandings of:

- Learning Progressions
- Cohesive three-tiered model of support managed through the LST

Evaluation Plan

Early Action for Success (K–2) &

Practices and Products

Practices

- Teachers will develop quality explicit writing programs and embed the 8 Ways of Learning pedagogy.
- Teachers understand and use student assessment data to differentiate teaching/learning programs to meet the learning needs of students
- Teachers will set learning intentions, collaboratively devise success criteria with students and provide descriptive feedback.
- Teachers will use the Learning Progressions to build data walls in each classroom and use these as guides for individualised learning goals and differentiated programs.

The LST will monitor and evaluate the effective intervention programs in place to support student learning.

Products

- 100% of teachers programming and delivering explicit learning intentions and success criteria for writing and mathematics.

80% of teaching staff indicate that they have an improved understanding of the Literacy and Numeracy Progressions

Strategic Direction 1: Inspired Teaching

Processes

Continued Action for Success (3–6)

Through mentoring and TPL to support staff to improve their understandings of:

- Learning Progressions
- Cohesive three-tiered model of support managed through the LST

Strategic Direction 2: Successfully Engaged Learners

Purpose

To ensure all students are actively engaged in personalised, meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, respectful citizens.

Improvement Measures

100% of students participate in the Mind UP Curriculum and Bounce Back program

- 100% of students have regular access to the outdoor learning space.

People

Students

Students: Understand and use self-assessment strategies and feedback processes to promote student directed learning. They contribute to the wellbeing of themselves and others and accept responsibility for their behaviours inclusive of learning

Staff

Staff: Through collaborative professional learning staff develop the collective mindset that our students can and will succeed, and provide our students with the knowledge, skills and capabilities to achieve their potential.

Parents/Carers

Parents: will feel supported and be well informed on why and how students are learning, what is required for learning improvement, and how they can assist their child at home

Community Partners

Community partners: will work in partnership to understand our school expectations and values. Continue to understand what students need to do to achieve and thrive as learners for life.

Leaders

Leaders: have the capabilities to lead staff professional learning and ensure the development of our collective mindset that our students can and will become successful, engaged learners.

Processes

Wellbeing:

PBL systems and practices continually evolve in meeting needs of the school community. Explicit PBL lessons ensure clearly defined school wide behavioural expectations are taught.

Teachers will implement the Bounce Back program developing a positive approach to wellbeing, resilience and social-emotional learning.

Through mentoring and TPL staff will be supported to implement the Mind UP Curriculum to help students focus their attention, improve their self-regulation skills, build resilience, and develop a positive mindset.

Personalised Learning

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Teachers will develop ILPs and PLPs and ensure that all students set individual academic and social goals to develop, extend and accelerate knowledge acquisition and skills.

Outdoor Learning Space

The staff and community will create an innovative and inspirational outdoor learning space where there are designated areas to encourage healthy behaviours and improve the physical, educational and mental wellbeing of students. This will include the use of symbolic representations in outdoor learning spaces to support the 8

Practices and Products

Practices

- PBL meetings analyse data to guide and support a whole school approach to student welfare.
- School rules and expectations are explicitly taught during school assemblies.
- Regular collegial professional learning sessions timetabled, which are aligned to the school plan and staff professional development plans.
- Teachers will implement the Mind UP Curriculum and the Bounce Back program.
- Teachers will ensure all students set personalised learning goals using assessment data and data walls to guide their progress.

Teachers and the school community will coordinate working bees to establish an outdoor learning space.

Products

- 100% of students participate in the Mind UP Curriculum and Bounce Back program.
- 100% of students have regular access to the outdoor learning space

Strategic Direction 2: Successfully Engaged Learners

Processes
Ways pedagogy.
Evaluation Plan
Regularly review, collaborate and reflect on behavioural data and PBL programs to realign and meet the changing wellbeing needs of students.
Bounce Back / Mind Up – evident in teaching programs.

Strategic Direction 3: Productive Partnerships

Purpose

To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable.

Improvement Measures

- 100% of classroom teachers updating the seesaw app on a weekly basis.
- SRC will host 1 community event per term.

People

Students

Students: will be confident individuals who take on leadership roles in class; across classes, across the school and in the wider community.

Staff

Staff: will develop their skills and capabilities to work with parents and the community in a positive, productive way to ensure students achieve their full potential.

Parents/Carers

Parents: will be provided with opportunities to be active partners in school wide initiatives, sharing their own skills and expertise

Community Partners

Community partners: ongoing high level engagement with community partners to provide students and families with access to a range of community resources.

Leaders

Leaders: facilitate connections and staff capacity to develop and strengthen ongoing community partnerships.

Processes

Communication:

Enhance the use of communication tools to further inform parents and community members through the use of the See Saw App, Facebook, Skoolbag App, School Website, the digital sign and emerging technologies.

Transition

Enhance existing partnerships with Pre-school and High Schools through strong transition programs – to school / class to class / primary to high school, so students build positive relationships which promote student wellbeing and educational attainment.

These will include:

- Music program
- Year 5 Harvest Program
- Chaplaincy Program
- Reverse Transition – T1
- First Foot Forward, WSU
- Stage 3 Diary
- Positive Partnerships Matrix
- Peer Support

SRC

Staff will work with the Student Representative Council to build their capacity to become proficient school leaders.

SRC will coordinate and implement a range of opportunities that focus on increasing engagement with our local community.

Practices and Products

Practices

- Student achievement and school activities advertised using social media.
- Classroom 'What's on' updated weekly on SeeSaw App.
- Regular communication and feedback to parents validating the achievement of student's personalised goals, as well as updates of classroom activities.
- Parent and Community "Welcome BBQ", where the SRC will serve families while teachers get to know parents and friends.

Termly meeting for Aboriginal families and community members

- SRC will host regular fundraisers to support the development of the outdoor learning space.
- Stage 3 or executive teacher will attend Windsor High School regularly to 'check in' with the Year 7 students.
- Stage 3 students will use a diary, which is signed on a weekly basis by their parent.

Year 6 students will work with the Kindergarten students through a Peer Support Program.

Products

- 100% of classroom teachers updating the seesaw app on a weekly basis.
- SRC will host 1 community event per term. [Enter the high level quantitative or

Strategic Direction 3: Productive Partnerships

Processes

Evaluation Plan

Evaluation Plan

Monitor and review the effectiveness of our ongoing community partnerships and their ability to improve our students' life outcomes.

Regularly monitor and review social media activity.

Practices and Products

qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction]