

School plan 2018-2020

Whalan Public School 4378



School background 2018–2020

School vision statement

At Whalan Public School we have a commitment to building a school-wide culture of high expectations and a shared purpose for student engagement, learning, and success.

We value inquiry, creativity and self expression.

With a strong focus on high quality teaching practices we work to develop leading learners, who continually challenge themselves to higher standards and become confident, capable, global citizens.

School context

Whalan Public School is built on Darug land. It is a vibrant school that serves a diverse community with a current enrolment of 384 students , including 60 preschool children who attend on a part-time basis, and children in 4 support classes. Aboriginal students make up 21% the student population and 32% students come from language backgrounds other than English.

The school is involved in the Early Action for Success strategy. Literacy and Numeracy are significant priorities.

The school applies principles of Positive Behaviour for Learning, with high expectations for student behaviour and academic achievement. Our core expectation 'We are safe respectful learners' is reflected in our daily work.

As a Stephanie Alexander Kitchen Garden school our students grow, harvest and cook nutritious food. Whalan has a successful biennial art show with all students producing artworks that show sustained effort and the implementation of the Visual Arts syllabus. On alternate years we produce a concert to highlight student performance skills and talents. Our school programs address and celebrate the Aboriginal and multicultural heritage of our community.

School planning process

Staff, students and community participated in a range of surveys and workshops to evaluate the 2015–2017 school plan targets, and to develop the 2018 – 2020 school vision, strategic directions and improvement measures.

The strategic planning process at Whalan took into account the successes of the previous plan with a collective commitment to building on those successes.

Consultation was informed by key educational research including:

- Melbourne Declaration on Educational Goals for Young Australians
- Great Teaching, Inspired Learning: A Blueprint for Action
- NSW Department of Education Strategic Plan 2018 – 2022.
- School Excellence Framework
- Quality Teaching Framework
- What works best: Evidence-based practices to help improve NSW student performance
- Literacy and Numeracy Strategy 2017–2020

The 2018–2020 targets were also informed by the analysis of a range of data including:

- PLAN and NAPLAN data
- Student report outcomes English and Mathematics
- Learning Walks findings
- Strengths and needs analysis by stage teams
- Tell Them From Me teacher, student and parent survey results

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Inspired Learning

Purpose:

Our students will be leaders of their own learning through:

- ***engagement in high quality literacy and numeracy experiences***
- ***immersion of goal-driven learning experiences and effective feedback***
- ***development of 'expert learner' skills and understandings to inspire growth in learning***

STRATEGIC DIRECTION 2 Great Teaching

Purpose:

Teachers will grow as professionals:

- ***by embedding research based practices***
- ***by engaging in the collaborative practice of peer coaching and goal setting***
- ***through deep knowledge, understanding and implementation of syllabus documents, National Quality Framework and Early Years Learning Framework***

STRATEGIC DIRECTION 3 Engagement and Empowerment

Purpose:

We will engage and empower our school community by:

- ***growing student leadership, identity and esteem***
- ***providing innovative learning experiences***
- ***providing inclusive enrichment programs***

Strategic Direction 1: Inspired Learning

Purpose	People	Processes	Practices and Products
<p><i>Our students will be leaders of their own learning through:</i></p> <ul style="list-style-type: none"> <i>engagement in high quality literacy and numeracy experiences</i> <i>immersion of goal-driven learning experiences and effective feedback</i> <i>development of 'expert learner' skills and understandings to inspire growth in learning</i> 	<p>Students</p> <p>Articulate how and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.</p> <p>Staff</p> <p>Differentiate their teaching to meet students' learning needs by providing targeted intervention in the area of literacy and numeracy. Explicitly teach students to set and achieve their learning goals.</p> <p>Parents/Carers</p> <p>Support students in growing their learner identities and achieving their goals.</p> <p>Community Partners</p> <p>Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.</p> <p>Leaders</p> <p>Establish structures and processes to identify, address and monitor student learning needs.</p> <p>Ensure all teams use formative assessment strategies to inform their planning.</p> <p>Develop and model a strong commitment to and buy-in for staff and students towards achieving this strategic direction.</p>	<p>STRONG LEARNING CULTURE</p> <p>Build a culture of goal setting and feedback for continuous student growth</p> <p>EXPERT LEARNER SKILLS</p> <p>Develop students' collaborative, communication, critical and creative thinking capabilities</p> <p>STRONG LEARNER IDENTITIES</p> <p>Grow students' identities as life-long learners</p> <p>Evaluation Plan</p> <p>Student TTFM survey</p> <p>Ongoing review of NAPLAN and PLAN2 data</p> <p>Internal student performance data</p> <p>Classroom observations</p> <p>Learning Walks data</p> <p>Pre and post Classroom feedback audit</p>	<p>Practices</p> <p>Learning is focussed, differentiated and allows students to self-regulate through a continued cycle of goal setting, receiving and giving effective feedback.</p> <p>Learning involves authentic, rich tasks that develop students' capacity to communicate, collaborate and think critically and creatively.</p> <p>Students will know, understand and assume responsibility for their learning informed by learning achievement across the curriculum and see themselves as life-long learners who can succeed beyond school.</p> <p>Products</p> <p>Learning environments support high expectations, higher order thinking and deep engagement</p> <p>Goal focussed learning environment exists where all students are supported and challenged and they are receiving timely and meaningful feedback on their learning</p> <p>Preschool Quality Improvement Plan documented in line with departmental guidelines and a preschool rating of Excellent.</p>
Improvement Measures			
<p>Increase the percentage of year 3 and year 5 students in the top 2 bands in NAPLAN by 100%</p>			
<p>Increase by 30% year 4–6 students that experience flow in their learning as measured by the Tell Them From Me student survey 'high skill, high challenge quadrant for literacy and numeracy'</p>			
<ul style="list-style-type: none"> 80% Kindergarten reach reading L9 80% year 1 reach reading L16 80% year 2 reach reading L26 			
<ul style="list-style-type: none"> 80% year 3 reach band 3+ in NAPLAN for reading 80% year 3 reach band 3+ in NAPLAN for Number, Patterns & Algebra 			

Strategic Direction 2: Great Teaching

Purpose	People	Processes	Practices and Products
<p>Teachers will grow as professionals:</p> <ul style="list-style-type: none"> • by embedding research based practices • by engaging in the collaborative practice of peer coaching and goal setting • through deep knowledge, understanding and implementation of syllabus documents, National Quality Framework and Early Years Learning Framework 	<p>Students</p> <p>Provide timely and respectful feedback to teachers on their learning experiences.</p> <p>Staff</p> <p>Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies to maximise impact on student learning.</p> <p>Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.</p> <p>Parents/Carers</p> <p>Engage in literacy and numeracy information activities around assessment and teaching strategies.</p> <p>Leaders</p> <p>Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).</p> <p>Develop and model a strong commitment to and buy-in for staff and students towards achieving this strategic direction.</p> <p>Use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff in improved student learning.</p>	<p>EVIDENCE-BASED PRACTICE</p> <p>Embed research based practices for improved learning specifically incorporating use of data, feedback and explicit teaching.</p> <p>COACHING and GOAL SETTING</p> <p>Develop implement and evaluate systems of instructional practice to promote learning growth through effective feedback.</p> <p>HIGH QUALITY TEACHING PRACTICES</p> <p>Grow teacher capacity to implement syllabus documents, National Quality Framework, Early Years Learning Framework, understand learning progressions and develop rich, authentic learning experiences.</p> <p>Evaluation Plan</p> <p>'What Works Best in Practice' survey</p> <p>QT coding protocol</p> <p>Peer coaching collaboration logs</p> <p>Teacher and student TTFM surveys</p> <p>Teacher observation data</p> <p>Preschool self assessment: ECERS-E & SSTEW</p>	<p>Practices</p> <p>The use of data collection and collaborative evaluation is an embedded practice that informs decisions, interventions and initiatives in literacy and numeracy</p> <p>Teachers actively participate in ongoing peer coaching, goal setting and professional dialogue</p> <p>Products</p> <p>Structures are in place to enable all teachers to collaboratively, plan, reflect, improve and deliver evidence-informed pedagogy</p> <p>Visible learning is evident in all classrooms specifically, learning intentions, success criteria, goal setting and effective feedback.</p> <p>Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the syllabus, Early Years Learning Framework and learning progressions.</p>
Improvement Measures			
Improved levels of research-based practices specifically, use of data, feedback and explicit teaching			
The average score for the QT dimension of 'Intellectual Quality' will increase to an average of 4			
All school leaders trained in and implementing peer coaching to promote learning growth of all teachers.			

Strategic Direction 3: Engagement and Empowerment

Purpose	People	Processes	Practices and Products
<p><i>We will engage and empower our school community by:</i></p> <ul style="list-style-type: none"> • <i>growing student leadership, identity and esteem</i> • <i>providing innovative learning experiences</i> • <i>providing inclusive enrichment programs</i> 	<p>Students</p> <p>Actively engage in leadership and improvement projects; develop their collaboration and communication capabilities and increase in esteem and identity to influence their school and community.</p> <p>Staff</p> <p>Model, value and embed leadership and innovative pedagogical practices including STEM.</p> <p>Parents/Carers</p> <p>Engage in STEM information activities.</p> <p>Community Partners</p> <p>Provide opportunities to strengthen student leadership and engagement.</p> <p>Leaders</p> <p>Establish and develop that support student leadership initiatives and opportunities for collaboration, communication, creative and critical thinking capabilities to be developed through STEM.</p>	<p>STUDENT LEADERSHIP</p> <p>Develop and implement school and community improvement projects to build student esteem and identity.</p> <p>INNOVATIVE LEARNING</p> <p>Develop collaboration, communication, creative and critical thinking capabilities through Science, Technology, Engineering and Mathematics (STEM) programs.</p> <p>Evaluation Plan</p> <p>All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> *TTFM open-ended questions *Parent satisfaction survey * Attendance and behaviour data * Teaching programs * Work samples * Pre and post student STEM survey * Preschool Learning Journals 	<p>Practices</p> <p>Students will demonstrate confidence and commitment to the service of others.</p> <p>Students demonstrate critical and creative thinking, collaboration and communication skills as they engage in a wide range of STEM programs.</p> <p>Products</p> <p>Systems are embedded to build leadership capacity in students.</p> <p>STEM embedded across the school P-6.</p>
Improvement Measures			
Increased engagement of students in utilisation of the capabilities.			
Improved satisfaction of parents with enrichment programs, STEM opportunities and improvement projects.			
Increase school's attendance rate to 94%.			