

School plan 2018-2020

Wideview Public School 4433



School background 2018–2020

School vision statement

To develop a collaborative and well informed whole school community that provides quality education through effective teaching practices to ensure all students are successful learners and active and informed future leaders.

School context

Wideview Public School is situated in the northern Sydney bushland suburb of Berowra Heights. It has a student population of 394 and 22 staff. Wideview Public School is a student – centred school where student needs are a priority, where opportunities to participate in a variety of activities exist, and where lifelong learning is a feature of programs designed to ensure that the potential of all students is realised and where individual gifts and capabilities are recognised and nurtured. Wideview Public School has strong partnerships with its community and a supportive parent body. The school has developed a number of key partnerships, which assist in the enhancement of student outcomes. Student learning needs are wide ranging with a need to extend very capable students whose learning outcomes should be above stage learning expectations and a need to support students with additional learning needs. The school has a highly committed staff.

School planning process

The school has used a wide range of tools and data to evaluate the 2015–17 school plan and determine the school's future strategic directions. These include, curriculum evaluations, whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student/parent/staff surveys (Tell Them From Me, Google Docs surveys) and parent forums.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching/learning
Practices

Purpose:

To create and maintain a culture of innovative, reflective and collegial teaching through targeted professional development to build the capacity of all staff to work within a highly effective team environment.

STRATEGIC DIRECTION 2

Productive Pedagogy

Purpose:

Quality teaching and assessment practices are essential for the development of effective individualised learning. To ensure this, teachers must engage in professional learning to enhance all students' learning experiences through explicit quality teaching practices. Ongoing attention to student progress utilising constant and systematic data gathering and recording on the learning continuum will drive our planning and ensures success.

STRATEGIC DIRECTION 3

Effective Collaboration and
Communication

Purpose:

To develop culture of collaboration across the whole school community through effective communication and building strong relationships which entrench a positive culture of communal success.

Strategic Direction 1: Quality Teaching/learning Practices

Purpose

To create and maintain a culture of innovative, reflective and collegial teaching through targeted professional development to build the capacity of all staff to work within a highly effective team environment.

Improvement Measures

School wide data (Formative Assessment) informs teaching and learning in all classrooms. This is evident in daily teaching and learning activities and in all teacher programs.

100% of teachers are working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and priorities as identified in the school plan.

People

Students

Have an understanding of where they are on the learning continuum in their learning and play an active part in all learning they engage with.

Empowered to monitor and assess their own learning to encourage self-reporting and self-reflection of their learning.

Leaders

Will actively engage the school community in reflecting on student performance data.

Will provide authentic opportunities for students and the community to provide constructive feedback on school practices and procedures.

Will be provided with quality leadership training, coaching and mentoring to ensure effective leadership practices throughout the school

Staff

Have a comprehensive understanding of the implementation of quality teaching practices.

Provide opportunities and quality resources to support each other's understanding of formative assessment and effective feedback.

Parents/Carers

Involved and informed parent body with high expectations for achievement and supportive attitude.

Processes

Staff will participate in effective and personalised professional learning within and outside the school that aligns with the school plan, meeting the needs of both staff and students while improving student learning.

Planned teacher professional learning in making the learning visible to students. Practical strategies include: collaboratively developing learning intentions/success criteria, displaying quality student examples, teacher to student feedback and student to teacher feedback.

Evaluation Plan

Feedback on professional learning programs

Student performance data in spelling and writing

PBL data collected and analysed each term

Evidence in teaching and learning programs of whole-school focus areas implemented and progressions used to inform differentiation

Practices and Products

Practices

A cohesive executive team who support and encourage all staff to achieve their personal and professional goals

Staff have a deep understanding of Formative Assessment and its application to the teaching learning program.

Products

100% of teachers are embedding evidence based teaching practices such as using learning intentions, success criteria, and teacher to student feedback. Anecdotal evidence will include professional conversations, observation, data analysis and professional learning plans.

Students using assessment data to influence their ongoing learning.

Meaningful authentic learning experiences are evident in all classrooms

Strategic Direction 2: Productive Pedagogy

Purpose	People	Processes	Practices and Products
<p>Quality teaching and assessment practices are essential for the development of effective individualised learning. To ensure this, teachers must engage in professional learning to enhance all students' learning experiences through explicit quality teaching practices. Ongoing attention to student progress utilising constant and systematic data gathering and recording on the learning continuum will drive our planning and ensures success.</p>	<p>Students</p> <p>Reflect on their learning by actively setting learning goals with their teachers and parents</p>	<p>Ongoing professional development provided on the purpose of assessment for, of and as learning and the use and identification of appropriate strategies to modify teaching based on the work of Hattie, Williams and Fullan will be provided.</p>	<p>Practices</p> <p>Teaching programs, lessons are using assessment for, of and as learning to provide differentiated learning</p>
<p>Improvement Measures</p> <p>100% of staff compose stage, class and individual profiles based on data collected and use them to design and modify teaching programs.</p> <p>100% of students achieve term targets and demonstrate progress at least equal to one year's growth for each year at school.</p> <p>2020: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 10% from 2017 baseline data.</p> <p>2019: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 6% from 2017 baseline data.</p> <p>2018: Increase the proportion of students in the top two bands of NAPLAN across all areas of literacy and numeracy by 3% from 2017 baseline data.</p> <p>Ensure that at least 90% of Year 3 and Year 5 students are achieving above the National minimum standards in NAPLAN (National Assessment Program Literacy and Numeracy) in 2018. Individual learning plans are in place for all students who do</p>	<p>Leaders</p> <p>Provide targeted professional learning in assessment practices, differentiated learning and teacher to student feed back to ensure a collaborative learning culture occurs across the school.</p> <p>Staff</p> <p>Develop skills in ongoing collection, analysis and personalisation of assessment data to provide engaging and differentiated Learning.</p> <p>Professional development in formative assessment strategies to guide future instruction and the provision of teacher to student feedback.</p> <p>Communicate teaching practices, learning intentions and success criteria with parents regularly.</p> <p>Continually evaluate teaching practices to ensure they are impacting on student learning.</p> <p>Parents/Carers</p> <p>The school should families to engage with children's learning. In order to achieve this we will investigate new and innovative programs that continue to build expectations of parents e.g. through providing regular feedback and parent workshops/forums effective engagement</p>	<p>Teachers will work together and use consistent teacher judgement to accurately track student learning and know the impact their teaching is making through regular analysis. Formative assessment strategies will be used to plan modelled, guided and independent teaching and assessment feedback will be planned and delivered regularly to students. Targeted teaching strategies will be shared to support students not making expected growth.</p> <p>Progress and future goals are explained to parents with data as supporting evidence.</p> <p>Evaluation Plan</p> <p>Data to be utilised to evaluate this strategic direction will be sourced from:</p> <p>Achievement of personalised learning goals.</p> <p>Analysis of Individual Learning Plans.</p> <p>Analysis of internal summative and formative assessment.</p> <p>Analysis of student work samples.</p>	<p>Teachers ensure that students have a shared understanding of why, how and what learning is occurring.</p> <p>Teachers set individual learning goals for students.</p> <p>Teachers are being responsible for their professional learning by being actively involved in their professional learning plans and having a strong understanding of Performance and Development.</p> <p>Products</p> <p>100% of teachers are embedding evidence based teaching practices such as using learning intentions, success criteria, and teacher to student feedback. Anecdotal evidence will include professional conversations, observation, data analysis and professional learning plans.</p> <p>Each stage will plan, monitor and evaluate yearly targets in writing based on student growth and clusters on the literacy continuum.</p>

Strategic Direction 2: Productive Pedagogy

Improvement Measures
not achieve minimum standards

People
will increase.

Strategic Direction 3: Effective Collaboration and Communication

Purpose	People	Processes	Practices and Products
To develop culture of collaboration across the whole school community through effective communication and building strong relationships which entrench a positive culture of communal success.	Students Engaging the student community and forging support networks that help them to build on strengths	Parents are provided with information sessions on: technology, new curriculums, reading, resilience and 21st century learning. Parents engage in opportunities provided to access information and actively participate in school life. Maintain and enhance Berowra Learning Community ensuring a close working relationship with Asquith Boys and Girls High School and other primary schools in the local area.	Practices Parents feel welcomed and a valued part of the school. Parents have the opportunity to be involved in consultative decision making. Communication channels are varied and flexible to ensure that the school community have increased opportunities to give and receive information. Staff attendance at Berowra Learning Community Network Meetings to plan and share resources and expertise.
Improvement Measures	Staff Work in partnership with parents to enhance communication and engagement in classrooms. Continued development of networking opportunities to enhance professional learning and programming.	Evaluation Plan Communication satisfaction survey. Attendance at P&C meetings. Attendance at parent workshops and forums. Tell Them for Me and 360 degree reflection tool. .	Products 10% increase in the average number of parents attending P&C Meetings, as calculated using the previous 12 months attendance data. 100% of K–2 classes have the support of an active Class Coordinator. 100% of staff commits to an external network e.g. Berowra Learning community. 100% of staff communicating weekly/fortnightly with parents through email, class newsletter, blog etc. regarding the learning that is occurring in their classroom etc.
Parent and carer attendance at P&C meetings will increase by 15%. Parent and carer participation in school information sessions and learning forums will increase by 20%. Participation in school surveys will increase by 20%.	Parents/Carers Collaboration with parents in regards to the development of aspects of the school plan 2018–2020. Through participation in information/planning forums, parents and carers will develop a deep sense of pride and ownership in the school. Parents recognise the educational impact they have on their children. Parents value educational opportunities outside of the immediate school environment.		