

School plan 2018-2020

Winmalee Public School 4436



School background 2018–2020

School vision statement

At Winmalee PS we, in partnership with the community, provide engaging, evidence based educational experiences that will challenge students to reach their full potential and participate in their world as creative, informed and resilient community members.

School context

Winmalee Public School has a long and proud tradition of providing quality public education to the Winmalee community. Our students benefit from a broad, stimulating and innovative curriculum delivered by dedicated staff. There is a focus on fostering individual abilities and interests through sporting activities, academic programs and expression is encouraged through Creative Arts. The school has programs that build self-esteem, ensuring responsible behavior and a strong sense of civic pride.

At Winmalee Public School there are many programs and initiatives that are part of our school. These include: PSSA Sport and Winmalee Cup, Gardening Club, SRC, Junior and Senior Dance, Choir, Band, Strings and Recorder Groups, Premier's Reading Challenge, Public Speaking Competitions and Debating and a Robotics Group

In 2017 the school was able to implement research based initiatives in our school. These have included the engagement of an instructional leader to enhance practice in teaching literacy and numeracy and a LaST to support our Aboriginal students.

The staff work collaboratively and productively with each other and the community to ensure the best outcomes are achieved for each student. Our school received recognition for its exemplary work in whole-school wellbeing and for successfully completing the four components of the KidsMatter framework by becoming a recognised KidsMatter school.

School planning process


As the previous plan was coming to an end in 2017 the school embarked on an extensive survey process involving all stakeholders. Information about the new plan featured in newsletters and information sessions were held at staff and P&C meetings. The staff, the P&C, the community and the student body were surveyed with a view to what they saw as important to maintain at the school and what they might like to see at the conclusion of the new plan.

With the major directions defined, it was evident that the School Vision statement needed to be refined. A draft was then discussed with staff and community and confirmed.

The leadership team attended professional learning with Michael Miller (PSL) and Alex Oo (CESE) to support the process. Our staff was then invited to assist with the addition of required learning skills and activities, knowledge, professional capabilities, processes and improvement measures. These were finally reviewed and confirmed by the leadership team.

All of this planning and preparation was supported by regular meetings with colleague Principals and AECG members from within the Learning Community, as well as regular input from Principal School Leadership and our Director, Educational Leadership NSW.


School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Know your students

Purpose:

To create a learning environment where all students have a strong foundation in Literacy and Numeracy. Students display confidence in their ability to reflect on their learning. Teachers use evidence based strategies to know their student's learning needs and where to take them next.



**STRATEGIC
DIRECTION 2**
Quality Teaching and Learning

Purpose:

To create a learning environment that is stimulating and engaging through the use of targeted research-based pedagogy and learning programs and to improve student outcomes in strategically identified areas of learning.



**STRATEGIC
DIRECTION 3**
Productive Partnerships

Purpose:

To increase community engagement in school activities so that our students grow into resilient citizens.

Strategic Direction 1: Know your students

Purpose

To create a learning environment where all students have a strong foundation in Literacy and Numeracy. Students display confidence in their ability to reflect on their learning. Teachers use evidence based strategies to know their student's learning needs and where to take them next.

Improvement Measures

100% of teaching and learning programs use student driven data to ensure improvement in the areas of literacy and numeracy

100% of students are tracked on the Literacy and Numeracy progressions and are 'on track' in PLAN 2 data

Increase the proportion of students in the top two NAPLAN bands by 8%

People

Students

Are visible learners who are able to self-assess and use learning goals, learning intentions and success criteria to monitor their own learning.

Are independent learners who are motivated to achieve their full potential in literacy and numeracy.

Staff

Consistently use formative and summative assessment and reporting practices consistently to monitor learning outcomes across stage teams.

Maximising student learning through identifying and analysing data to plan and target explicit individualised and differentiated learning.

Leaders

Build the capacity of the school community to use data and engage in evidence based conversations about student achievement.

Parents/Carers

Actively engage in student learning and develop successful partnerships with the 'Productive Partnership' team.

Processes

Data Informed Pedagogy

School wide collection and monitoring of data in literacy and numeracy to ensure increased student achievement.

Assessment

Teachers routinely use evidence of learning, including a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- monitoring teaching and learning programs
- meeting minutes
- surveys
- anecdotal records.

Practices and Products

Practices

All staff use quality consistent teacher judgement (CTJ) strategies to track student progress.

Every teacher uses data to inform and differentiate curriculum delivery to meet the needs of students at different levels of achievement.

Students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Products

There is a school-wide system to collect and analyse student performance data on a regular basis.

The use of data collection and evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Strategic Direction 2: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To create a learning environment that is stimulating and engaging through the use of targeted research-based pedagogy and learning programs and to improve student outcomes in strategically identified areas of learning.</p>	<p>Students</p> <p>Students are active participants in learning and teaching and reflect on their content knowledge through goal setting and collecting evidence of their learning.</p>	<p>Quality Teaching Framework</p> <p>All teachers implement the Quality Teaching elements of Deep Knowledge, Deep Understanding and Higher Order Thinking into everyday practice for teachers and students.</p>	<p>Practices</p> <p>Students display deep knowledge and deep understanding of curriculum content through goal setting, work samples and assessment tasks.</p>
<p>Improvement Measures</p>	<p>Staff</p>	<p>Consistent Teacher Judgement</p>	<p>Teachers provide deep reflections on the implementation of the teaching and learning cycle.</p>
<p>100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle</p>	<p>Are active participants in professional learning and use regular program reflections and data to inform their teaching and learning practices.</p>	<p>To provide consistent whole school practices for teaching in the areas of literacy and numeracy.</p>	<p>Both formative and summative assessment is used to track student achievement.</p>
<p>95% of students K–6 are 'on track' in PLAN 2 data</p>	<p>Leaders</p>	<p>Evaluation Plan</p>	<p>Products</p>
<p>100% of staff implement John Hattie evidence based research into their teaching and learning practice</p>	<p>Provide instructional leadership to students, staff and parents regarding the highly successful implementation of the teaching and learning cycle</p>	<p>Progress toward improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> • regular gathering of data for analysis • reflection and reporting on the impact of planned activities identified in milestones • stage meeting minutes where consistent teacher judgement is discussed • lesson plans and teaching programs • observational rounds 	<p>The school supports and embeds the appropriate mathematical strategies (TEN/TOWN).</p>
<p>Bump it Up</p> <p>Increased number of students achieving in the top two NAPLAN performance bands by 8%</p>	<p>Parents/Carers</p> <p>Are active participants in their child's learning through participation in parent information workshops and active learning goal setting.</p>		<p>100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle.</p> <p>100% of staff implement John Hattie evidence based research into their teaching and learning practice.</p>
	<p>Community Partners</p> <p>The greater community understands the importance of establishing links with neighbouring schools and members of the Mid Mountains learning community to access a greater range of learning opportunities.</p>		<p>95% of students K–6 are 'on track' in PLAN 2 data.</p>

Strategic Direction 3: Productive Partnerships

Purpose

To increase community engagement in school activities so that our students grow into resilient citizens.

Improvement Measures

Increased parental/community engagement in school activities.

All key stake holders have a clear and unified vision for the school

Increased percentage of students being able to articulate their SEL competencies, strengths and resilient language based on surveys and interviews.

People

Students

Recognise and articulate positive connections between their home, community and school environments.

Increase their language and ability to recognise the five core Social Emotional Learning (SEL) competencies.

Demonstrate through interactions with others their increased level of resilience.

Staff

Incorporate wellbeing practices into their teaching and learning practices, ensuring they are proactive in their own wellbeing

Actively improve modes of communication and develop positive relationships with parents and community members.

Parents/Carers

Develop and maintain a culture of mutual respect and understanding in collaboration with the school by supporting the school vision and attending school events.

Community Partners

Develop and maintain positive and effective interactions with all stakeholders through their productive connections with the school.

Leaders

Demonstrate positive community connections and continue engaging in strategies that promote our partnerships.

Processes

Welcome to Winmalee PS

Establish workshops, forums and information sessions to increase stakeholders' understanding, participation and engagement with student learning, building inclusivity within the community.

Wellbeing and Resilience

Develop and implement group and whole school programs to explicitly teach social skills and enhance school wide wellbeing and resilience.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- ongoing monitoring of community attendance at school events
- student and community survey results
- 'Tell Them From Me' survey results
- monitoring the use of SEL programs in the classrooms
- revising and updating the Wellbeing document.

Practices and Products

Practices

Students using the language of positive education to show their understanding and increased capacity for resilience.

Regularly survey parents and community to monitor their needs and possibilities for joint initiatives.

Products

Increased number of parents are engaging with learning opportunities (parent workshops, info sessions).

Embedding of SEL circle time lessons evident in every classroom.

Integrated approach to school communication