School plan 2018-2020

Willmot Public School 4470

School background 2018–2020

School vision statement

Willmot Public School is a caring and responsive school focussed on building quality learning environments, quality teachers, and quality leaders. Students are at the centre of every decision, with our primary goal of growing their understanding of themselves as active learners in an ever–changing and sometimes challenging world. We engage children, parents, families, and community partners in supporting our students' progress through schooling, and provide them with rich and deep learning experiences, and productive personal development and citizenship opportunities. Together in Willmot, we work united and collaboratively to achieve the best outcomes for our students and families.

School context

Willmot Public School (enrolment 158 students, including 38 Aboriginal students and 41 students from a non–English speaking background) is a K–6 school located on the western fringe of Mount Druitt.

The school works closely with the P*arents and Citizens' Association,* the *Willmot Community Hub*, and the T*ogether in Willmot* Collective, in partnership with *The Hive,* Mt Druitt.

The school is committed to building partnerships with external agencies and working within networks of schools to achieve successful learning outcomes for students. The school hosts on site, a Department of Education *Network Specialist Centre*, and an itinerant team of teachers supporting students with hearing disabilities.

Significant programs to support student learning include *Early Action for Success*, *Ngroo* education program, and the *Middle Years Project* in conjunction with Noumea PS and Chifley College, Shalvey Campus.

Willmot Public School has a strong focus on literacy, numeracy and teacher capacity building to deliver evidenced–based programs and practices.

The school is focused on quality teaching, student learning and thinking skills, student equity and wellbeing, and environmental education and sustainability.

We incorporate real life experiences into daily learning opportunities through our involvement in and commitment to the *Stephanie Alexander Kitchen Garden Program*.

Willmot Public School is a *Positive Behaviour for Learning* school with high expectations for student engagement and academic achievement.

School planning process

During 2017, Willmot Public School participated in a comprehensive school–wide external validation process. Our body of evidence comprised eight key themes drawing from our 2015–2017 school plan. The key themes were as follows: Visible Leadership; Positive, Connected Communities; Aboriginal Education; *Early Action for Success*; Quality Teaching; Wellbeing; Personalised Learning and Support; STEAM (Science, Technology, Engineering, Art, Mathematics.)

Each key theme was assessed for its level of implementation and achievement status, matched against the *School Excellence Framework* i.e. working towards delivering; delivering; sustaining and growing; excelling.

In assessing ourselves against the levels of the School Excellence Framework, we: considered the body of evidence collected, collated, and analysed; and examined our *School Excellence Framework* self–assessment results from the previous 2 years. We then generated an 'on–balance' judgement as to our level of achievement against the *School Excellence Framework.*

In most instances, our school was validated as achieving excellence, with plenty of room for growth and reflection. This judgement helped to clarify our thinking about our school vision for the 2018–2020 school period.

Additional consultation has occurred through formal and informal interviews with parents, distribution of feedback materials via school website and social media, P & C and PATCH team discussions and contributions. Our work with the *Together in Willmot Collective* has also been instrumental in shaping our strategic directions and purpose.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Quality Learning, Quality Engagement

STRATEGIC DIRECTION 2
Quality Teaching, Quality Teachers

STRATEGIC DIRECTION 3
Quality Leadership, Quality Leaders

Purpose:

To build a learning culture 'roadmap' where students have the knowledge, skills and understanding, of how to improve their performance and growth, and where teachers and leaders engage with parents and community about student progress and performance, as well as school–based strategic decisions that are based on multiple sources of data collected and analysed at regular intervals.

Purpose:

To maximise student outcomes through effective classroom practice, including high expectations and innovative practices; evidence–based teaching, where student data and feedback drives teachers' planning and programming; and teacher professional learning including regular collaboration, professional dialogue, feedback and reflection is embedded in whole–school systems and practices.

Purpose:

To develop a responsive, purposeful, resourceful, and proactive, instructional leadership team, that supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Strategic Direction 1: Quality Learning, Quality Engagement

Purpose

To build a learning culture 'roadmap' where students have the knowledge, skills and understanding, of how to improve their performance and growth, and where teachers and leaders engage with parents and community about student progress and performance, as well as school–based strategic decisions that are based on multiple sources of data collected and analysed at regular intervals.

Improvement Measures

Increase in the percentage of students, value–adding to their literacy and numeracy outcomes, as evidenced by internal and external assessment results (based on 2017 value–added results.)

Increase in number of students accessing rewards for expected behaviours; and a decrease in number of students referred for problem behaviours and complex case management.

Increase in number of parents indicating that they support their child's learning at home and school (based on 2016–2017 baseline data).

People

Students

Develop high expectations of themselves, challenging existing expectations, growing greater confidence, and determining next steps to reach beyond their self–defined potential.

Parents/Carers

Feel challenged and driven to do something about what is important to them and their child. Build capacity to identify a vision and goals while then performing the tasks needed to achieve them e.g. learning about the value of education and asking for ideas to engage children with learning in the home environment.

Staff

Develop the professional knowledge required to implement evidenced–based school–wide practices with fidelity e.g. *Second Step* social/ emotional program; *Jolly Phonics / Words Their Way* phonics and word study programs.

Staff

Build capacity to improve interactions and increase engagement opportunities with parents/carers, effectively communicating about student learning and personalised learning goals.

Leaders

Develop capabilities and high–level skill in literacy and numeracy progress monitoring and evaluation processes, and student performance data analysis and target setting.

Processes

Learning Culture: High Expectations – Deliver data–driven and high engagement teaching and learning experiences, where teachers encourage frequent and relevant feedback; and explicitly demonstrate to students what it looks like to achieve at grade expectations and to exceed or perform beyond grade expectations.

Wellbeing: *A planned approach to wellbeing* – Implement a 3–tiered model of support for wellbeing that is evidence–based, responsive to student needs, and culturally inclusive; and focuses on achievement of meaningful goals, positive relationships, personal growth and development, health, and safety.

Curriculum: *Differentiation* – Provide targeted teacher professional learning about *universal* design principles, flexible learning environments, and accommodative literacy and numeracy strategies, with a goal toward greater curriculum accessibility for all students.

Assessment and Reporting: *Student and parent engagement* – Develop effective assessment and reporting systems so that teachers directly and regularly engage with students and parents to improve understanding of student learning, and increase parent capacity to support their child's learning at home.

Evaluation Plan

Assessment results in literacy, numeracy, attendance and behaviour.Assess against the *Wellbeing Self–Assessment Tool*.Parent feedback and understanding about student assessment results. Teaching program feedback reports.

Practices and Products

Practices

Students regulate their own emotions, thoughts and behaviours, and effectively use problem–solving steps in a safe and respectful way.

School leadership team, *Parent Action Team Community Helpers* (PATCH), and *"Together in Willmot"* Collective, guides all efforts to implement an effective plan for family engagement.

Teachers model how to set clear and high expectations with both students and their parents. Teachers engage students and parents as active partners in the learning.

Students and parents are provided with timely and descriptive information about student progress and results; assessment and reporting approaches and the benefits for student learning, including personalised student assessment and reporting methods.

Products

100% of teaching and learning programs demonstrate comprehensive knowledge of curriculum; quality differentiated teaching practices; and reflect assessment and reporting requirements e.g. student progress tracking using *National Literacy* and *Numeracy Learning Progressions*.

80 % of students show expected growth on internal school progress and achievement data and also match*"Early Action for Success"* (EAfS) targets.

Strategic Direction 2: Quality Teaching, Quality Teachers

Purpose

To maximise student outcomes through effective classroom practice, including high expectations and innovative practices; evidence–based teaching, where student data and feedback drives teachers' planning and programming; and teacher professional learning including regular collaboration, professional dialogue, feedback and reflection is embedded in whole–school systems and practices.

Improvement Measures

All staff effectively engage in the *Performance Development Planning* process resulting in high performing teaching staff as measured against the Australian Teaching Standards.

100% teachers demonstrate a comprehensive understanding and application of lesson planning and implementation; and the effective teaching cycle.

Increase in the quality, validity, and reliability of student data, resulting in more effective personalised student learning goals.

People

Students

Develop skills to self–assess and self–determine by using rubrics, success criteria and visible learning goals, related to syllabus outcomes and literacy/numeracy progressions.

Parents/Carers

Develop the necessary skills to understand their child's progress data, achievement levels, and future goals.

Staff

Build capacity in using evidence–based practices that are data–driven, rigorous and implemented with fidelity Learn how to differentiate programs, and be flexible and fluid, to meet the changing needs of all students.

Develop collaborative practice habits with colleagues and school leaders, focussing on identifying teacher skills and abilities and building personal and joint PDP goals.

Leaders

Develop knowledge, skills, understanding, and capacity to lead using a distributive leadership approach, where culture initiatives are undertaken, and no one person has all the knowledge and skills required to provide leadership for every aspect of change.

Processes

Effective Classroom Practice: *Explicit teaching and lesson planning.* Provide opportunities for teachers to engage with the NSW Syllabus documents; quality lesson development and implementation; and to develop personalised student literacy and numeracy learning intentions and success criteria, using the *National Literacy* and *Numeracy Learning Progressions.*

Learning and Development and Professional Standards*: Coaching & mentoring.* Address teacher needs and improve teaching practice through coaching and mentoring teachers, including in–class coaching, demonstration lessons, observation and feedback/reflection.

Collaboration, Expertise & Innovation. Provide school–wide infrastructure that supports teacher learning of innovative, evidence–based practices, and 'golden time' for critical partners to meet regularly to analyse their data/practice.

Data Skills and Use*: Data literacy and analysis.* Provide relevant and meaningful professional learning and subsequent coaching and mentoring, to develop teachers' ability to both interpret and analyse data, in particular the new *National Literacy* and *Numeracy Learning Progressions* and *PLAN2.*

Evaluation Plan

Monitor professional development plans; Observations during formal lesson delivery, and informal learning walks, and formal feedback to teacher documentation; Student learning goals / intentions and success criteria are specific, measureable, achievable, relevant, and time bound.

Practices and Products

Practices

Instructional Leaders guide data analysis and decision–making about student learning; provide personalised, targeted teaching (for teachers), and support personalised learning for all students (PTL). School–wide internal and external data is shared regularly, with time for teachers to engage in what the data is telling us.

Teachers are coached and mentored in developing quality instruction, challenging goals, explicit and systematic feedback.

Instructional Leaders assist staff to develop focussed PDPs that not only help the teacher to grow their knowledge and improve their practice, but also help to improve student outcomes and achieve our school plan targets. Teachers' PDP goals and accreditation influence whole school professional learning decisions.

Teachers make students' learning intentions, personal learning goals, and success criteria, visible and transparent to students, parents,other teachers and leaders.

Products

Lesson plans demonstrate links to previous learning and the Syllabus; learning sequences and focus area/s; differentiation; feedback and evaluation.

Student assessment indicates a high degree of ability to self–assess, self–regulate, self–improve, and provide feedback to teachers.

Strategic Direction 3: Quality Leadership, Quality Leaders

Purpose

To develop a responsive, purposeful, resourceful, and proactive, instructional leadership team, that supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Improvement Measures

Increase in parent engagement in activities led and supported by Instructional Leaders e.g. student data chats; literacy / numeracy workshops (based on 2017 school baseline data and the Erebus Report figure of 14%.)

Increase in parent satisfaction about the amount and quality of facilities / programs offered by the school to support students and local families.

Increase in staff satisfaction with leadership accountabilities and achievements.

People

Parents/Carers

Develop feedback capacity, i.e. provide rich feedback and guidance to teachers and leaders about: their expectations of the school; howto better equip parents as key contributors to their child's education;cultural differences, experiences, and expectations; effectiveness of school management and communication systems.

Staff

Develop deep understanding and ability to: communicate and work with parents to implement parent programs; value parents and build ties between parents and the school; support cultural, family and community values.

Leaders

Develop instructional leadership, mentoring and coaching, and team management capabilities.

Build leadership competence in strengthening family and community engagement (establishing clear understandings that parent and community engagement is a whole–school responsibility)

Community Partners

Build capacity to engage parents and local community members as key contributing members of activities and groups that are supporting improvement measures in the community.

Processes

Educational Leadership: *Instructional Leadership:* Enhance instructional leadership capabilities by creating opportunities for Instructional Leaders to engage in targeted professional learning that directly relates to their work.

Develop a local 'blueprint' for family and community engagement and building staff expertise in fostering effective teacher/parent/ student relationships.

Management Practices and Processes: *Service Delivery:* Provide parents with timely, relevant, and accessible information required to improve their capacity to support their child at school and home. Streamline communication systems so that information is central and simplified.

Recruit capable, competent and confident staff and 'enabling' community partners, ensuring a deep understanding of school and community held priorities and a commitment to achieving shared accountability and continuous improvement.

Evaluation Plan

Track parent engagement; Monitor and analyse survey input, observational data, and anecdotal discussion feedback from parents, students and teachers; Teacher evaluations about Instructional Leader support.

Practices and Products

Practices

Instructional Leaders embed a sustainable culture of reflective practice by interacting with teachers, posing questions and scenarios, building teacher capacity, based on empowerment and recognition of teachers' professionalism.

Goal–directed relationships between staff and families are mutual, culturally responsive, and support what is best for students and families both individually and collectively. Staff and families share responsibility as true partners for student learning.

Leaders develop supportive partnerships that help to identify ways to collectively and positively impact on child and family interactions, involvement, engagement, and connectedness to the school and the wider community.

Products

Increased levels of 'side–by–side' teaching support provided by Instructional Leaders, in direct response to teacher satisfaction surveys, and current levels of teachers' needs.

'Blueprint' for family and community engagement is developed and modified accordingly based on feedback, resulting in greater parent engagement.

Parent and community satisfaction surveys indicate a clear level of support for the school, its programs, and its ability to both manage student's behaviour and learning, but challenge at the same time.