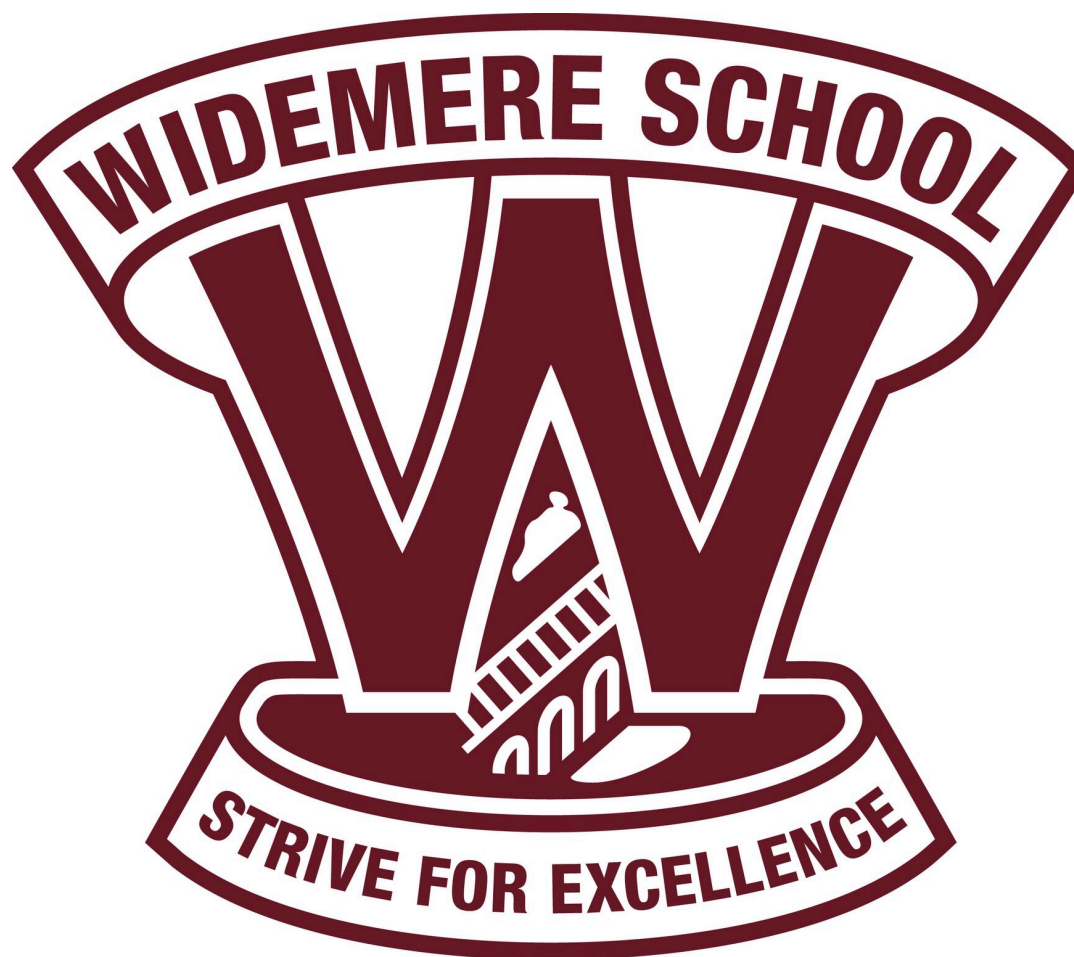


School plan 2018-2020

Widemere Public School 4474



School background 2018–2020

School vision statement

Widemere Public School challenges students of all abilities to achieve excellence in a wide range of academic, cultural and sporting activities. Our aim is for all students to be successful, life long learners who are confident and creative individuals, strive for continual improvement and are active and informed citizens. Students are equipped to meet the demands and challenges of the future in an engaging, inclusive, differentiated learning environment where they are valued as individuals and are encouraged to show respect for others.

School context

Widemere Public School is located in Greystanes and was established in 1973. It is an excellent learning community providing high quality learning opportunities for the children of our local community.

Our school operates 10 classrooms from Kindergarten to Year 6 with 250 students enrolled. 39% of our students come from culturally diverse backgrounds.

Our dedicated, creative teachers are committed to the pursuit of excellence by knowing, valuing and understanding every child through participation in formative assessment, targeted professional development, high quality evidence based differentiated teaching and stimulating, enriching and challenging learning programs.

We also offer many prospects to excel in a variety of performing arts, sports programs and leadership opportunities.

Widemere Public school is well resourced with innovative technology, a modern library, a multipurpose hall, a covered outdoor learning area, attractive refurbished classrooms and flexible learning spaces.

Our students prosper in a positive behaviour for learning, inclusive and nurturing learning environment that develops respect, understanding and responsibility.

Student wellbeing is a priority to our staff. Our aim is for all students to be known, valued and cared for and for students to do their personal best.

As a school community we are determined to provide opportunities to develop students in all areas to become life long, responsible learners and successful members of society.

School planning process

Widemere Public School regularly seeks the opinion of parents, students and staff about the school.

Our results indicated that parents, students and staff were happy with the initiatives outlined and offered suggestions for growth.

Parents and staff also wanted students to reach their full potential and be engaged, happy and safe to be at school.

Our first year of our 3 year plan allowed us to look at the concepts of Visible Teaching, Growth Mindset, Student Wellbeing, Life Long Learners and Spirals of Learning.

Staff at Widemere Public school was excited to play a vital role in developing our student, staff and the community's capacity in these areas assisting all to become successful, global citizens.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Evidence Based Visible
Teaching & Learning

Purpose:

At WPS we will strive for high quality teaching and learning excellence through data driven evidence based quality teaching and differentiated, personalised, challenging learning. Best practice will enable all students to be highly engaged in school and to improve their achievement through evidence based visible teaching and learning.

We seek significant (at least 12 months), measurable growth across all learning domains.

STRATEGIC DIRECTION 2

Successful Life Long Learners

Purpose:

To provide a high standard of learning and engagement and seek to empower students to become curious, confident, citizens who self-direct their learning, adapt quickly to change and are life long learners.

To develop a learning growth mindset and culture based on high expectations, quality engaging meaningful opportunities to support creativity, critical thinking, collaboration, enquiry learning and problem solving, which will maximize success and add value to students' lives.

Students will be productive and ethical users of technology equipped with 21st Century skills.

STRATEGIC DIRECTION 3

Resilient, Confident Citizens
and Leaders

Purpose:

For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff wellbeing programs, prevention and intervention strategies and leadership opportunities.

Strategic Direction 1: Evidence Based Visible Teaching & Learning

Purpose	People	Processes	Practices and Products
<p>At WPS we will strive for high quality teaching and learning excellence through data driven evidence based quality teaching and differentiated, personalised, challenging learning. Best practice will enable all students to be highly engaged in school and to improve their achievement through evidence based visible teaching and learning.</p> <p>We seek significant (at least 12 months), measurable growth across all learning domains.</p>	<p>Leaders</p> <p>Instructional Leaders will collaborate with teachers to:</p> <ul style="list-style-type: none"> * Engage teachers in the collection and the analysis of data and work alongside teachers to model and improve teaching and assessment skills in literacy and numeracy; * develop high quality engaging, differentiated professional learning to enhance teacher capacity and expertise in improving engagement in students to then improve literacy and numeracy outcomes for students; * Model and develop a culture of growth mindset and visible learning; * Be reflective in their professional growth in relation to the professional teaching standards current research. <p>Staff</p> <p>Teachers will have the opportunity to:</p> <ul style="list-style-type: none"> * Develop the collaborative mindset that all children can and will succeed and will develop in students the knowledge and abilities to excel; * Actively engage in collaborative planning, professional learning and sharing of new knowledge; * Collect and analyse data and differentiate learning for all students; * Use visible learning strategies and an engaging real world curriculum to improve 	<p>Instructional Leader Program</p> <p>Increasing teachers' capacity to utilise progressions and to analyse data while engaging in cycles of investigation and target intervention to develop differentiated learning..</p> <p>Engagement Project</p> <p>Increasing teachers capacity to fully engage students in their learning by providing engaging rich tasks, engaging pedagogy, and project based learning. They will create a growth mindset in students and create an engaging real world learning environment to enhance and improve student learning outcomes</p> <p>Visible Learning Program</p> <p>Involve students in self-regulation of their own learning. Teachers to support students' regulation by developing learning intentions, success criteria and descriptive feedback and differentiated, personalised and challenging programs.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> Continue to evaluate teachers' knowledge of visible learning Survey of teachers value of Instructional leadership Walkthroughs to assess evidence of LI & SC feedback and engagement TTFM survey regarding engagement 	<p>Practices</p> <p>Enhanced, authentic professional learning and dialogue dealing with students' needs and effective engaging, pedagogies.</p> <p>Use of LI, SC, Strategic questioning and descriptive feedback evident in classrooms and programs.</p> <p>Regular assessments (as per assessment schedules) used daily in the classrooms to inform instruction and evaluate the effectiveness of teaching.</p> <p>Data analysis informs differentiation and the school's learning goals and monitors progress towards them.</p> <p>Teachers actively participate in weekly sessions with Instructional Leaders.</p> <p>Teachers provide students with effective feedback during learning experiences.</p> <p>5 weekly cyclic planning sessions to evaluate and enhance identified aspect of learning programs.</p> <p>Moderation of student work samples to develop high expectations and consistency in teacher judgement.</p> <p>Peer observations and Supervisor walkthrough visits.</p> <p>Teachers undergo professional learning in growth mindset, engagement, differentiation and development of rich tasks and project based learning.</p> <p>Products</p> <p>Teachers develop assessment tasks (as</p>
Improvement Measures			
96% of students meet or exceed nationally identified minimum benchmarks in Reading and Maths.			
100% of classroom teachers working with instructional leader in analysing data and devising differentiated learning experiences for Literacy and Maths.			
100% of teachers have differentiated teaching in Literacy and Maths which is evidenced in teaching & learning programs.			
100% of teachers undergoing professional learning in improving engagement and differentiation in student learning.			
Increase the number of students in the top 2 bands of NAPLAN in Reading and Number			
Teachers developing a growth mindset and encouraging a growth mindset in students.			

Strategic Direction 1: Evidence Based Visible Teaching & Learning

People

student outcomes;

* Be reflective in their professional growth in relation to the professional teaching standards.

Students

Students will use learning intentions, success criteria and feedback to evaluate, improve and self-direct their learning. They will be engaged in their learning and involved in the self-evaluation process.

Parents/Carers

Parents will develop a good understanding of the Instructional Leaders Program and Engagement in Learning.

Practices and Products

per assessment schedules) and differentiated, engaging programs that are fluid, flexible and reflect the analysis of data.

Environmental print – Anchor charts, Bump it Up Walls; Learning Intentions and Success Criteria evident in all classrooms across all learning areas.

Engaging real world programs to develop students' love of learning, skills and knowledge.

Strategic Direction 2: Successful Life Long Learners

Purpose

To provide a high standard of learning and engagement and seek to empower students to become curious, confident, citizens who self-direct their learning, adapt quickly to change and are life long learners.

To develop a learning growth mindset and culture based on high expectations, quality engaging meaningful opportunities to support creativity, critical thinking, collaboration, enquiry learning and problem solving, which will maximize success and add value to students' lives.

Students will be productive and ethical users of technology equipped with 21st Century skills.

Improvement Measures

Common assessment tasks demonstrate key aspects of critical thinking, creativity, collaboration and self-directed learning.

Student work samples demonstrate evidence of critical thinking, collaboration and creativity.

Students utilise digital technology and project based learning within the classroom environment to enhance their learning and become self-directed learners.

Students being able to identify their individual learning goals.

Increased leadership opportunities for staff and students.

People

Leaders

Leaders will:

- provide Professional Learning in Growth Mindset
- work with teachers to design targeted challenging programs featuring critical thinking, creativity and collaboration.
- will regularly review and feedback on teaching and learning and Performance and Development Goals with each teacher, ensuring they have a clear understanding of how to improve their learning.

Students

Students will:

- * use learning intentions, success criteria and feedback to evaluate, improve and self-direct their learning. They will be actively involved in the self-evaluation process.
- * self-extend, self-regulate and self-direct their own learning using success criteria and descriptive feedback to be highly engaged learners.
- * develop PDP goals and collect evidence of their journey to achievement.
- * Actively utilise creative, collaborative and critical thinking strategies by embedding in daily tasks.

Processes

21st Century Skills

Build teacher and students' capacity in developing a growth mindset in line with a whole school PDP goal and by the students challenging themselves through the 5Cs of 21st Century Learning.

Digital Technologies and Project Based Learning

Build teacher knowledge and practice in both digital technologies and project based learning.

Student Individual Learning Goals

Student and teacher conferences to develop individual learning goals where students are supported and encouraged to self-direct their learning.

Evaluation Plan

Teachers evaluate their PDP goals for 2019.

Ongoing evaluation of use and effectiveness of digital technologies within class programs on student learning.

Audit of technology present in the school and update/rebuilds required to maintain quality resources.

Staff/ student surveys of Project Based Learning and Differentiation to assist learning.

Practices and Products

Practices

- * Staff and Student Performance and Development Goals and evidence.
- * Inquiry Learning Opportunities for Students investigating a subject of choice.
- * Units of work reflective of critical thinking, creativity and collaboration.
- * Continue to maintain the development of growth mindset for students and staff and environmental print reflecting a growth mindset across the school.
- * Distributive leadership through mentoring, shadowing, stage planning, team teaching, etc.
- * Leadership opportunities for all staff and students.
- * All students K–6 utilising digital technology. Individual student XO's K–4, and iPads 5–6.
- * Developing lifelong skills such as Dance, Music, Coding, Chess and Drama.

Products

- * Staff and Student Performance and Development Goals and evidence.
- * Teachers actively engage in regular collaborative 5 week cyclic planning, moderation of work samples, analysis of data professional learning and sharing of new knowledge.
- * Enhancing self-directed learning by increasing opportunities for students to lead and have input into decision making.

Strategic Direction 2: Successful Life Long Learners

Practices and Products

* Use of peer observations and Walk and Talk

* Distributive leadership for all staff and students through mentoring, shadowing, stage planning team teaching, etc.

Teaching unit plans that incorporate use of technology and product based learning.

Strategic Direction 3: Resilient, Confident Citizens and Leaders

Purpose	People	Processes	Practices and Products
For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning environment through quality differentiated learning programs, student and staff wellbeing programs, prevention and intervention strategies and leadership opportunities.	Leaders Leaders will: Mentor Aspiring leaders and build capacity in all staff in student wellbeing and diversified leadership. Develop data analysis skills in teachers to enable positive intervention strategies. Analyse PBL data to enable appropriate interventions to improve student wellbeing.	Personalised Learning and Support To continue to develop a school wide Learning and Support framework of knowledge and practice that promotes individualised learning allowing students to thrive, connect and succeed. Knowing, valuing and caring for all students Continue to develop a school wide Wellbeing framework to enable students to reach their potential in an educational environment that promotes high expectations in behaviour and learning. Capacity Building Implement leadership development initiatives to strengthen the leadership capacity of students and staff.	Practices * Consistently utilise and teach Wellbeing strategies i.e. social skill lessons, behaviour matrixes, Behaviour Step charts, etc K–6. * Regular Positive Behaviour for Learning (PBL) and Learning and Support Team (LST) meetings where data is analysed and students' behaviour and learning needs are discussed with view to providing improvement. * Analysis of data to develop personalised plans by the LST for students with special needs, gifted and talented students and Aboriginal students. * Peer Cyber–Safety and Anti–Bullying Program developed and taught. * Differentiated programs for all students in Reading and Maths. * Enhanced, authentic PBL dialogue Distributive leadership opportunities, including mentoring, shadowing, stage planning and team teaching
Improvement Measures	Staff Teachers will: Identify students for enrichment and support through the Learning and Support Team. They will consistently utilise and teach Positive Behaviour Learning (PBL), wellbeing, social skills and strategies across the school and integrate cyber safe practices across all curricula. Teachers will consistently implement school safety practices including rules and routines, anti–bullying programs and address student needs through eh LST and differentiated programs. they will participate in leadership opportunities.	Evaluation Plan Continue to evaluate the effectiveness of Learning and Support processes and programs. Ongoing student and teacher satisfaction and evaluative surveys. Regular review of PBL data to inform classroom and whole school strategies and interventions.	Products * Diversified leadership opportunities for staff and students. * Tier 3 Check in Check out * More effective LST referrals and minutes to enable easy access of information and provision of adjustments for students. * Differentiated learning for all students.
For every student and teacher to reach their full potential in a safe, positive, stimulating and evolving learning programs, student and staff welfare, prevention and intervention strategies and leadership opportunities.			
* 40% of our students obtaining Blue WOW certificates and working towards gold. 30% of students achieving gold badge awards.			
* 100% of students being able to state the school rules.			
* More effective case management for all students including those who are at–risk or who have special needs.			
* Better identification and management of students with social and emotional learning difficulties.			
* 10% decrease in school "Time Outs" and suspensions.			
* 10% increase in staff, student and parent participation in leadership opportunities.			
* 100% Aboriginal and at–risk students with Personalised Learning Plans.			
5% in increased parent participation in school decision making.			
	Students Students will: contribute to safety and wellbeing practices across the school and be involved in the development of in school decision making through SRC and school leadership opportunities.		
	Parents/Carers		

Strategic Direction 3: Resilient, Confident Citizens and Leaders

People

Parents will:

Have a voice in the development and improvement of WPS. they will assist with school based decision making through the P&C and community surveys and be involved in the review development of school policy. They will also be involved in the development of personalised learning plans and provide partnership learning.

Practices and Products

* Case management plans for students at-risk with planning time allocated for teachers.

* PLP for all Indigenous students

* Head Start Program for Kindergarten

* Cyber safety and Anti-Bullying Program K-6

* Online Behaviour and attendance monitoring for students including SRC, Debating, Young Leaders Day, Public Speaking, Buddies etc.

* Kids Matter Program