

# School plan 2018-2020

## Woodland Road Public School 4492



# School background 2018–2020

## School vision statement

### *Thrive Through Opportunity*

To create a school community of positive relationships, enable students to become self-directed lifelong learners and develop each individual's potential to create a positive future for themselves, locally, nationally and globally, as a contributing Australian citizen.

Our vision is about equity: we aim to provide all students with quality schooling free from discrimination to ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes.

It is about excellence. We aim to promote and support personalised learning with challenging and stimulating learning experiences.

It is about success as a learner. We aim to facilitate the learning of essential skills and abilities for each student:

- in literacy and numeracy
- to be creative and productive users of technology
- to think deeply, strategically and logically
- to obtain and evaluate evidence in a disciplined way
- to be creative, innovative and resourceful
- to plan activities independently, collaborate, work in teams and communicate ideas
- to make sense of their world.

It is about developing students who will grow into active, resilient and informed global citizens.

## School context

Woodland Road Public School is located in St Helens Park, 5 km south of Campbelltown. Our feed areas of Bradbury, Airds, St Helens Park and Wedderburn, are suburbs which are diverse in social and economic context, yet connected by the school. Set in an attractive, spacious, natural environment the school strives to provide quality teaching and learning programs to move children beyond their potential. The student population of 276 includes children of Aboriginal descent (12%), children with a language background other than English (27%) as well as children requiring additional support in learning, mobility and social skills.

The school motto "Grow with Love and Learning" is clearly demonstrated by students achieving success in a caring environment. With a focus on literacy and numeracy our experienced staff is able to differentiate learning to cater for the needs of the individual. Future focussed skills are balanced with fundamentals, creative arts and sport to provide each child's education through active involvement community events and classroom activities. Each classroom is equipped with an IWB and students have access to iPads and laptops.

The school is supported by a committed Parents and Citizen Association that has revitalised participation and fundraising initiatives.

## School planning process

A review of the 2015–2017 school plan was conducted with a series of opportunities for parents, staff and students, to contribute to an evaluation of what was successful and what areas required improvement.

Data and evidence was obtained by:

- Analysis of student achievement using NAPLAN and Best Start/PLAN in literacy and numeracy.
- Peer classroom observations to evaluate the level of quality teaching.
- Surveys and focus groups undertaken by students, teachers and parents regarding literacy, numeracy and quality of school life.
- Feedback collected during professional learning sessions, P&C Association meetings and community morning teas.
- Analysis of the School Excellence Framework.

While completing a thorough evaluation of the previous school plan, discussions based workshops were held with parents, students and staff focusing on the following areas: Culture and Values; Teaching and Learning; Student Engagement and Achievement as well as Community Partnerships.

Parents, students and staff feedback matched the analysis of the data and evidence and clearly indicated three focus areas for our strategic directions.

Once the strategic directions were agreed upon, further workshops and consultation continued to complete the 5Ps – Purpose, People, Processes, Product and Practices.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Wellbeing

### Purpose:

To embrace a holistic approach to wellbeing that addresses the cognitive, emotional, social, physical and spiritual wellbeing domains.

The development of the students confidence and resilience through proactive student wellbeing programs, co-curricular activities and student voice in all aspects of school life. Provision of programs which promote self-efficacy and provide academic and emotional support for both staff, students and parents. Provision of individualised learning pathways which enhance the learning potential for all.

## STRATEGIC DIRECTION 2 Leading

### Purpose:

To inspire effective partnerships and a model of continual school improvement that shape a supportive school culture. To empower staff to engage in evidence based pedagogy and sustainable practice which facilitates life-long learning and leadership opportunities for all stakeholders.

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

## STRATEGIC DIRECTION 3 Learning

### Purpose:

To provide challenging and student centered curriculum that promotes creativity, innovation and engagement as 21st Century learners.

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

# Strategic Direction 1: Wellbeing

## Purpose

To embrace a holistic approach to wellbeing that addresses the cognitive, emotional, social, physical and spiritual wellbeing domains.

The development of the students confidence and resilience through proactive student wellbeing programs, co-curricular activities and student voice in all aspects of school life. Provision of programs which promote self-efficacy and provide academic and emotional support for both staff, students and parents. Provision of individualised learning pathways which enhance the learning potential for all.

## Improvement Measures

Increased school community member participation in school programs, events and initiatives

Increase in students receiving targeted support

An increase of community participation in Aboriginal initiatives.

Improved attendance rates.

## People

### Students

Students develop the skills to monitor, manage and access support in regard to their own wellbeing and that of others.

Students know and use relevant language to articulate and address wellbeing

### Staff

Build teacher capacity, knowledge and understanding of the research underpinning PBL and explicitly set student goals and provide targeted strategies to ensure consistency in language and universal school practices that promote positive learning.

Effective Learning and Support Team who actively provide additional assistance for teachers and students in need.

Understand the importance of effective and regular communication with parents.

### Leaders

School executive develop a co-ordinated approach to learning and understanding of wellbeing concerns for adults and children.

Promote and support staff in effectively communicating to the school community.

### Parents/Carers

The community has a clear understanding of the PBL matrix and the schools procedures around behaviour.

## Processes

Improve partnerships with our Aboriginal Community to develop an awareness and respect of the Aboriginal culture and create authentic engagement in aspects of school life, enabling individual students to be proud and connected Aboriginal citizens with opportunity to celebrate identity.

On-going review of Learning and Support Team (LST) practices to effectively support the wellbeing of all students and staff

All stakeholders are involved in the development and implementation of strategies to ensure an consistency and understanding of wellbeing initiatives.

## Evaluation Plan

- P & C involvement in projects
- TTFM, Surveys (feedback from staff, students and parents)
- Student interviews, Surveys
- Parental attendance from workshops
- EBS4 data (Wellbeing)
- Student leadership involvement & projects

## Practices and Products

### Practices

Local and regional support provided to staff, parents and students to develop a deep understanding of Aboriginal culture.

The school community are supported through the Wellbeing Framework by engaging in ongoing learning opportunities and discussions.

Continued review and refinement of school wellbeing programs.

Positive Behaviour for Learning (PBL) is an embedded culture understood by all students, staff and community

### Products

Support practices are systematic and consistent K-6 with a PBL embedded in school culture

Aboriginal initiatives are supported by the whole school community.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Positive, respectful reciprocal relationships are evident among students, staff and parents promoting wellbeing and ensuring optimal conditions for student learning.

# Strategic Direction 2: Leading

## Purpose

To inspire effective partnerships and a model of continual school improvement that shape a supportive school culture. To empower staff to engage in evidence based pedagogy and sustainable practice which facilitates life-long learning and leadership opportunities for all stakeholders.

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

## Improvement Measures

Students in Years 3–6 actively participate in internal and external leadership opportunities.

Increased opportunities for parents to be involved in leadership roles across the school.

All teachers working towards personalised performance and development goals, reflective of the teaching standards at the appropriate level and reflective of the priorities reflected in the school plan.

## People

### Students

Will be engaged in leadership experiences and representative decision making processes on behalf of the student body and within their classrooms

### Staff

Staff will implement targeted professional learning programs designed to develop leadership, management & excellence using the Teaching Standards and School Excellence Framework.

Preservice teachers will be provided with contextually rich experiences including orientation, induction, observation, reflection and feedback to support their professional experience placement

### Leaders

Will demonstrate instructional leadership and model evaluative, evidence-based practice and a growth mindset.

The executive team leads the ongoing school evaluation process through data informed and evidence based decision making.

### Parents/Carers

Increased opportunities for parents and community members to become involved in discussions around school targets and curriculum focus.

Active, engaged and supportive partners in their learning with a strong authentic connection with the school.

## Processes

### Aspiring Leadership

There is an understanding of, and support for improving leadership within the school community. Leaders will build current and aspiring leaders' capability to lead curriculum innovation and sustain excellence in instructional and organisational practices through targeted professional learning programs, PDP planning, coaching skills development, leadership development and succession planning opportunities. Develop leaders' organisational capabilities and sustainability through improved knowledge of compliance practices, the Australian Professional Standards and supported through the Departments School Leadership Strategy.

### Student and Parent Leadership

The students and parents engage in authentic leadership opportunities that contribute to the leadership of the school and supports the achievement of its goal and priorities.

## Evaluation Plan

- Professional Development Plan – development, monitoring and review
- Schools Excellence Framework
- Regular reporting against milestones to the school and community.
- Regular monitoring of compliance training
- Feedback from staff, student and parent surveys on curriculum and program implementation using the TTFM surveys.

## Practices and Products

### Practices

Extensive leadership opportunities operate within the school with whole school planning, monitoring and evaluative thinking practices aligned to School Excellence Framework

Student leaders meet regularly to initiate, problem solve and lead initiatives across the school.

Further develop a model of instructional leadership which focuses on student progress and achievement and high quality service delivery whereby all students are taught by quality, reflective teachers.

### Products

Students, staff and parents all play an integral role in leading initiatives across the school community.

Explicit systems build professional capacity to drive ongoing school wide improvement in teaching practice and support teachers to achieve professional learning goals.

A school culture which is professionally supportive, proactive and strengthens teacher capabilities and opportunities.

# Strategic Direction 3: Learning

## Purpose

To provide challenging and student centered curriculum that promotes creativity, innovation and engagement as 21st Century learners.

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

## Improvement Measures

Differentiated instruction and student grouping is incorporated into all areas of literacy and numeracy

Increase value added trend in literacy and numeracy.

Increase number of students from Aboriginal and no Aboriginal backgrounds achieving in the top 2 skill bands.

## People

### Students

Will become visible learners who use learning habits to collaboratively set SMARTER learning goals in order for them to become independent learners, motivating them to achieve their full potential.

Students collaborate with others in a model reflecting on their learning.

### Staff

Staff will ensure appropriate assessment and reporting practices are used consistently to monitor learning outcomes and they will use their understanding of current research and pedagogy to refine their capacity to maximise learning outcomes.

### Leaders

Leaders will work collaboratively with grade teams to support student achievement in learning and engagement through continued analysis of data and trends.

### Parents/Carers

Collaboratively develop and support their child in the implementation and monitoring of learning goals, ensuring their child's engagement and aspirations are met.

### Community Partners

Work in collaboration with the school to support the specific needs of individual students through targeted strategies and practices.

## Processes

### Quality Assessment and Reporting

Ensure that learning is data driven and based on formative assessment practices that enable differentiation and targeted teaching in which all students are highly engaged in the learning process.

### Personalised Learning

Staff use rigorous identification and monitoring processes to ensure high levels of support are provided for identified students.

Tiered interventions are provided for students 'at risk' and involve integrated and intensive support in literacy and numeracy. These interventions include: L3, TEN and 7 Steps to writing and is supported through EAfS.

## Evaluation Plan

- TTFM / Surveys (feedback from staff, students and parents)/ Discussions

- Professional Learning

- 3-way parent/teacher/student interviews Practices

- IEPs/PLPs

- Evaluation of plan data

- Analysis of work samples

- Use of learning progressions, CTJ

- Intervention/Support programs

- Learning goals and success criteria

## Practices and Products

### Practices

Innovative pedagogies underpin integrated learning opportunities in all classrooms.

Teachers plan responsive lessons in all classrooms that reflect the diversity and individual needs of their students.

Teachers and leaders facilitate opportunities for parent participation in school activities.

### Products

Class programs contain multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers/students and colleagues.

Students are able to use their knowledge, skills, problem solving and critical and creative thinking to support their learning by identifying individual learning

## Strategic Direction 3: Learning

### Processes

evident in literacy and numeracy lessons.

- Parent workshop attendance

- Teacher's planning and programming,  
Record of data chats/consistent teacher  
judgment – set targets, measure growth,  
triangulation of data.