

School plan 2018-2020

Woollahra Public School 7442



School background 2018–2020

School vision statement

Our vision at Woollahra Public School is to create an innovative, engaging and creative learning environment that ensures our students achieve their personal best across all aspects of academic, social and emotional learning.

Our school is committed to educational excellence through the provision of high quality learning opportunities for all members of the school community. We aspire to create an inclusive, culturally rich and caring learning environment, characterised by high expectations. With a focus on a growth mindset and by encouraging all learners to take risks, our students will become creative and critical thinkers, self-directed learners, collaborators and curious researchers. They will develop positive relationships and connections with others, nurture a positive self-concept and work towards developing high levels of emotional intelligence.

Our students are taught by outstanding teachers who model a commitment to life-long learning. A culture of continuous improvement and innovative thinking is fostered and all staff members engage and collaborate in quality professional learning.

We build strong partnerships with our parents and community, aligning our efforts to support students in maximising their potential and ensuring best practice is at the core of all of our endeavours.

School context

Woollahra Public School, located in the Eastern suburbs of Sydney has an enrolment of 776 students. 44% of students are from culturally and linguistically diverse backgrounds and the school hosts four Opportunity Classes for high achieving Stage 3 students. 3% of students are from Aboriginal and Torres Strait Islander background and the school acknowledges connections to the traditional owners of the land, the Gadigal people from the Eora nation. The school was established in 1877 and fosters a strong sense of community with both current families and alumni.

All educational endeavours are informed by a clear vision focused on academic excellence, personalised learning and educating the whole child. The school operates within a Positive Behaviour for Learning framework, fostering student wellbeing through explicit teaching of our core values – respect, safety and lifelong learning. Our staff is a mix of early career and experienced teachers, enabling us to put strong mentoring strategies in place and build best practice in teaching. The school works collaboratively with local schools on curriculum development, teacher professional learning, building leadership capacity and embedding a growth mindset approach. Woollahra values its strong connections with the parent body, local community and wider community. Enrichment opportunities are provided for students through established music, dance, drama, visual arts, public speaking and debating programs.

School planning process

The development of this school plan was the result of consultation across all members of the school community. The process was informed by a range of information sources including student achievement data, information from school evaluations and feedback from parent, student and staff focus groups. In addition, the school leadership team worked to analyse and evaluate a range of programs and school structures. These included curriculum with a focus on English and Mathematics, technology, learning support, assessment and reporting, student wellbeing initiatives, quality teaching practice, teaching professional learning, leadership development, communication strategies, the functioning of school teams and school systems.

The consultation was multifaceted. Futures-focused forums with staff, parents and students looked at the purpose and focus of the school plan, how the plan aligns with the Melbourne Declaration of Educational Goals for Young Australians, state and Department planning and the long term goals for the children at Woollahra PS. The process of an Appreciative Inquiry guided the forums with all stakeholder groups. These forums facilitated discussion about the school's strengths, captured community vision and hopes for our students' futures, long term aspirations for the school and its programs and possible strategies to be implemented for improvement. The staff worked with the School Excellence Framework to assess the school's strengths and areas for improvement across the domains of learning, teaching and leadership. Feedback was sought from staff and parents on the plan before its endorsement and publication.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Personalised Learning

Purpose:

To ensure all learners at Woollahra achieve maximum personal learning growth. Our students and staff will be self-directed, confident, curious, reflective and highly engaged learners.



**STRATEGIC
DIRECTION 2**
Reimagining Learning

Purpose:

To inspire a learning community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments. Our learning culture will be driven by current educational research, innovation, open-ended problem solving and authentic learning strategies.



**STRATEGIC
DIRECTION 3**
Connected Learning

Purpose:

To build on a positive school culture, underpinned by respectful relationships, a strong sense of connectedness, quality community partnerships and characterised by high levels of student, staff and community wellbeing.

Strategic Direction 1: Personalised Learning

Purpose

To ensure all learners at Woollahra achieve maximum personal learning growth. Our students and staff will be self-directed, confident, curious, reflective and highly engaged learners.

Improvement Measures

- Students will consistently achieve or exceed, a year of growth for a year of learning as measured by comprehensive literacy and numeracy assessments.
- Value added—growth on rating scales as collected by the School Capability Assessment – Visible Learning Project. (Baseline data collected in 2018).
- Improved teacher survey data on formative assessment knowledge, skills, understanding and use.
- Improved measures of parent satisfaction related to school assessment and reporting strategies.
- Feedback from targeted teacher professional learning evaluations measuring teacher learning and engagement demonstrates improvement.

People

Students

Students will develop a comprehensive understanding of what makes an effective learner and take responsibility for their learning through the use of learning intentions, success criteria, goal setting and feedback. They will develop a comprehensive repertoire of skills and capabilities in English and Mathematics with a focus on deep knowledge and learning.

Staff

Teachers will engage with a multifaceted approach to assessment for and of learning. They will develop a strong understanding of the key principles of formative assessment and Visible Learning including a metalanguage for effective learning, growth mindset, learning intentions, success criteria, goal setting, feedback and using data to inform learning programs. All staff will engage with and contribute to a differentiated and engaging professional learning strategy with a focus on continuous professional growth.

Leaders

School Leaders will develop high level leadership skills to implement a whole-school personalised approach to learning. They will develop effective coaching skills and continue to build a comprehensive knowledge and skill-set that reflects all aspects of the leadership

Parents/Carers

Parents will develop an understanding of current pedagogies in English and

Processes

Visible Learning Strategy

- Development of a whole school assessment and student tracking plan.
- K–6 student reporting review
- Introduce the principles and culture of Formative Assessment
- Implementation of the Visible Learning Professional Learning program in collaboration with partner schools.

Literacy and Numeracy Strategy

- Development of a K–6 plan for improving student learning outcomes in writing.
- Review of K–6 strategies used for explicit teaching of reading and textual concepts.
- Implementation of Count Me in Too and Targeting Early Numeracy strategies K–2. Development of a plan for improving practice in 3–6 numeracy.

Targeted Professional Learning Strategy

- Development of a comprehensive professional learning plan to include:
- Targeted professional learning related to school and stage priorities.
- Performance & Development Plan/Accreditation
- Quality Teaching Rounds implementation
- Early Career Teachers Support
- Leadership Development Program.
- Professional Learning Community and Personal Learning Projects

Practices and Products

Practices

The school uses comprehensive assessment information to track, monitor and evaluate student learning. This information explicitly informs future learning goals and is used to plan differentiated learning programs for each individual student.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and contextual or comparative data.

Assessment is used flexibly and responsively as integral part of daily classroom instruction. Formative assessment is practised expertly and teachers respond to trends in student achievement at individual, group and whole school levels.

Learning processes, feedback processes and a growth mindset philosophy are explicitly embedded in classrooms and across all school learning communities

Teaching and learning programs in literacy and numeracy are dynamic and show evidence of revisions backed on feedback on teaching practice and continuous tracking of student progress.

All teachers will engage with and contribute to a multifaceted professional learning strategy that meets personal learning goals, stage, school and system priorities.

Products

An annual school assessment and student tracking plan is established and

Strategic Direction 1: Personalised Learning

People

Mathematics and engage with the key principles of formative assessment. They will support the thinking behind a growth mindset approach and engage with personalised learning strategies including quality feedback and goal setting.

Processes

Evaluation Plan

- Collection, tracking and analysis of student assessment data in literacy and numeracy – NAPLAN, school determined assessments.
- Use of PLAN 2 – Literacy and Numeracy Progressions
- Pre and post survey and focus group data on Formative Assessment practices.
- Pre and post survey and focus group data on Assessment and Reporting strategies.
- Rating increase in Visible Learning School Capability Assessment.
- Pre and post survey and focus group and evaluation data on targeted teacher professional learning programs.

Practices and Products

implemented K–6.

A new student report format is developed, implemented and evaluated to ensure effective reporting of student achievement to parents. Parent–teacher interviews are reviewed to incorporate a student–led conferencing model and new opportunities for parents to connect with their child’s learning are implemented.

The school has processes in place to support teachers’ consistent, evidence–based judgement of student learning and moderation of assessments.

The five key Formative Assessment strategies are embedded and used consistently in all classrooms.

The key aspects of Visible Learning (learner qualities, growth mindset, use of learning intentions/success criteria, goal setting and quality feedback) will be observable in each classroom.

Learning programs in literacy and numeracy will focus on the implementation of current pedagogies and will result in improved student learning across the focus areas of writing, reading comprehension and critical analysis of texts, number and mathematical problem solving.

Teachers engage with a broader range of professional learning strategies including action learning, professional learning communities, quality teaching rounds and leadership development.

Strategic Direction 2: Reimagining Learning

Purpose

To inspire a learning community who think critically and creatively in designing learning experiences that ensure our students are well prepared for the challenges of future learning and work environments. Our learning culture will be driven by current educational research, innovation, open-ended problem solving and authentic learning strategies.

Improvement Measures

Increase in the school mean across the eight drivers of student learning (*Tell them From Me* Teacher Survey).

Increased understanding and use of STEM strategies, inquiry based learning and digital technologies to enhance the general capabilities of creative and critical thinking.

Consistent implementation of School Drama and Philosophy for Children programs K–6 with positive evidence of improved student learning and engagement.

Strengthened systems, processes and learning programs in gifted education and implementation of a broader range of enrichment programs across the schools.

Staff, students and parents engage with future-focused learning environments and indicate improved levels of satisfaction. Evidence collection indicates a positive impact on student learning and wellbeing.

People

Students

Students will be innovative, creative and critical thinkers who work collaboratively with others. They approach their learning with curiosity, a questioning mind, a critical lens and actively explore new possibilities. They do not put limits on their thinking and learning.

Staff

Teachers will develop a strong understanding of future focused pedagogy. They will engage with educational thinking and research related to communication, collaboration, creative thinking and critical analysis. They will engage in professional learning, explore and trial new ideas and embrace new practices in their classrooms.

Leaders

School Leaders will model instructional leadership that is flexible, informed by research and utilises new educational ideas. They will build a culture of future focused learning and encourage all members of our learning community to be collaborative, creative, curious and critical thinkers.

Parents/Carers

Parents will engage with the new educational ideas the school is embracing. They will be part of the learning programs as learning partners and through workshops and will support the development of the school's resources. They will have input into decisions about effective learning environments and support the principles of future focused

Processes

STEM and Inquiry Based Learning Strategy

- STEM/Inquiry Based Learning Project
- Digital Technologies Project
- Redesigning Learning Spaces Project

Creative and Critical Thinking Strategy

- Gifted Education and Enrichment Project
- Continued implementation of the School Drama Project with a focus on creative and critical thinking.
- Implementation of a Philosophy for Children program
- Review of curriculum implementation across all Key Learning Areas with a focus on conceptual planning.

Evaluation Plan

- Tell Them From Me survey data collection and analysis
- Targeted observations and feedback on classroom practice
- Evaluation of teaching and learning programs
- New learning environments evaluation
- Evaluation of staff learning and development

Practices and Products

Practices

All students are supported to be innovative, creative and critical thinkers who work collaboratively with others. They approach their learning with curiosity, a questioning mind, a critical lens and actively explore new possibilities. They do not put limits on their thinking and learning.

An established culture of innovation ensures teachers trial and develop innovative, evidence-based, future focused practices. This culture is supported by collaboration and alliances with other schools and community organisations.

The school's curriculum provision is dynamic, informed by future focused pedagogical research and is enhanced by learning alliances with other schools and organisations.

School learning spaces and resources support the principles of collaborative, creative and critical learning for all members of the learning community.

Products

Integrated units of learning incorporate digital technologies, STEM elements, the principles of inquiry based learning and are informed by conceptual planning processes.

The school establishes a comprehensive and innovative STEM program K–6.

A detailed Digital Technologies project will foster increased use of technology as an innovative learning tool in classrooms, will implement the BYOD strategy and will upgrade technology resources across the

Strategic Direction 2: Reimagining Learning

People

learning with their own children.

Practices and Products

school.

Learning spaces will be redesigned with a focus on outdoor learning and play, classroom learning environments and virtual learning spaces.

The school will have a comprehensive creative and critical thinking strategy in place, incorporating best practice in gifted education, *School Drama* and *Philosophy for Children*.

Strategic Direction 3: Connected Learning

Purpose

To build on a positive school culture, underpinned by respectful relationships, a strong sense of connectedness, quality community partnerships and characterised by high levels of student, staff and community wellbeing.

Improvement Measures

Students, staff and parents indicate a high level of understanding and satisfaction with the redevelopment and implementation of the school's student wellbeing strategy, practices and supporting programs, including Positive Behaviour for Learning and Positive Education.

Staff understanding of current practice in fostering high levels of student wellbeing and strategies to support this is strengthened.

Tell Them From Me survey results indicate improvements on measures of student wellbeing and engagement.

The range and quality of parent, local community and wider community partnerships is strengthened.

There is an increased understanding, recognition and appreciation of Aboriginal and Torres Strait Islander histories and cultures.

People

Students

Students will feel a strong sense of connectedness and experience high levels of wellbeing. They will develop an understanding of the school's core values and expected behaviours. They will develop the capabilities to foster positive, respectful, empathetic and inclusive relationships. Children will have an understanding of how to utilise their strengths and reflect on their own wellbeing in a proactive manner.

Staff

Teachers will develop a positive, supportive and collaborative learning culture amongst students, staff, parents and the wider community. They will build a strong understanding of current approaches to enhancing student wellbeing and proactively teach students the skills to foster positive relationships and develop high levels of emotional intelligence. Staff will understand the importance of building strong community partnerships and actively engage in these partnerships.

Leaders

School leaders will develop a deep understanding of ways in which a positive school culture can be enhanced. They will build leadership capacity among staff to promote a positive and collaborative learning culture across the school community. The leadership team will lead a research informed approach to implementing new wellbeing strategies that are proactive and informed by current thinking. They will ensure resources and programs are in place to optimise the

Processes

Student Wellbeing Strategy

- Review of school wellbeing procedures and creation of a student wellbeing guide.
- Implementation of Positive Behaviour for Learning principles and strategies.
- Positive education project and development of Tier 1 and 2 proactive wellbeing strategies.
- Digital citizenship initiative

Community Partnerships Strategy

- Aboriginal Education Strategy – learning programs, cultural awareness and development of learning spaces.
- Community Engagement Strategy – parent partnerships and engagement, links with local community, links with industry and the tertiary sector.

Evaluation Plan

- Tell Them From Me survey data collection and analysis.
- Survey and focus group data on community understanding and satisfaction with the school wellbeing strategy.
- Focus group and evidence collection on community partnerships and Aboriginal Education.

Practices and Products

Practices

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Positive, respectful relationships are evident and widespread among students, staff and parents and promote student wellbeing to ensure optimum conditions for learning across the school.

Effective partnerships in learning between students, teachers and parents mean students are motivated to deliver their best and continually improve.

The school develops quality partnerships within our own community, locally and more broadly to enrich the learning and thinking and educational experience of all staff, student and parents.

Products

The school has implemented evidence-based change to whole school practices, resulting in improvements in wellbeing and learning engagement.

A clear framework and set of guidelines is in place, is well understood and is implemented consistently across the school to optimise student wellbeing.

A range of proactive wellbeing strategies, informed by positive education principles are used across the school to foster high levels of wellbeing.

A range of implemented strategies in the domain of Aboriginal Education result in

Strategic Direction 3: Connected Learning

People
wellbeing of all students and staff.
Parents/Carers
Parents will be active partners in their child's learning. They will become familiar with the educational approaches to fostering wellbeing, reflecting on their child's social and emotional learning.

Practices and Products
increased levels of cultural awareness across the community.
Partnerships with parents, the local community and broader community are enriched, strengthened and broadened.