School plan 2015 – 2017

Windang Public School 1992

Assessment and data used in a challenging, engaging and inclusive curriculum

Quality teaching through a changing learning environment

Student wellbeing and community engagement
School vision statement

Our vision at Windang Public School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners, to participate in and contribute to the global community and practice the core values of the school: safe, united, respectful and fair.

Our Mission

Is to enable every student to achieve at his or her maximum potential in an engaging, inspiring and challenging environment through the provision of:

- Providing an exciting, challenging and enriching curriculum through which students pursue critical thinking and problem solving in a variety of contexts
- Maintaining high expectations of our students through clearly defined set of core values, adding to the tone and character of the school and its members
- Developing students who care for and value themselves and others, have high self-esteem, are resilient and make appropriate decisions
- Highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence based practices, coaching, mentoring and collaboration
- Maintaining and renewing facilities and resources required to support the high quality education of every student
- A school community that supports and values the opportunities offered to the students and works together with the staff to ensure a safe and happy learning environment where all students can reach their highest potential

School context

Windang Public School is a P4 school located on the northern side of Lake Illawarra and in the southern most suburb of Wollongong. Established in 1942, our school has a strong focus on creating a happy, caring environment with an emphasis on high achievement in student learning outcomes.

The school is a community-focused school, recognising and responding to the diverse needs of students across our whole school community. A strong partnership between home and school ensures that education is valued, that children want to learn and that they enjoy the trust of teachers. The school and community have high expectations of students and value the provision of a wide variety of learning opportunities at the school.

Currently the school has 7 main stream classes, as well as a library/learning hub and learning support room. The school has 5% Aboriginal student enrolments; our student body also includes a significant number of children with learning difficulties and special needs.

At Windang Public School a variety of quality programs exist to improve the quality of teaching in every classroom, for every student. Staffing and school funding is used flexibly to support literacy and numeracy programs, teacher training and professional development. Our highly effective Learning Support Team promotes engagement and quality learning through early intervention and equity funding.

School planning process

During 2014, comprehensive data collection and consultation took place at Windang Public School.

The evaluation team (comprised of executives, teachers, parents, community members, school administrative staff and DEC Aboriginal Education Learning & Engagement Officer) undertook a self-evaluation process that provided our school with baseline information on the performance of our school against evaluation areas.

Data was collected and collated from school planning & programming documents, in school assessment (including NAPLAN), attendance data, professional mentoring sessions and lesson & class observations.

Online surveys, focus groups and interviews provided students, staff and the community with the ability to undertake prepared online surveys and attend feedback sessions about chosen evaluation areas. Data collected was recorded, integrated and analysed to form recommendations.

These recommendations were then used to consult and discuss with staff as to what our strategic directions and school vision will comprise of. A staff development day and a number of staff meetings were utilised to draft the strategic directions including discussion of the purpose, people, processes, practices and products. At the beginning of 2015 the school principal presented the three strategic directions to the Parents and Citizens Association for further consultation.
Purpose:
To enable school excellence and improvement, an ongoing and cyclic process requires effective, rigorous assessment and data analysis and inclusive curriculum implementation.

Maximising teaching and learning through a cycle of assessment and data collection will allow teachers to adjust strategies with collegial support. School-wide data display and summarising will form consistent teacher judgment.

Windang Public School aims to embed explicit systems for collaboration and sustained ongoing improvement in teaching practice and student outcomes. Assessment, data and curriculum practices are consistent and used to inform all teaching and learning programs.

Purpose:
We aim to encourage all students to be successful learners, confident and creative individuals, and active and informed citizens.

Windang Public School's pedagogy will provide enhanced experiences in creativity, critical thinking, problem solving, decision making, communication and collaboration. This will be modelled through collaborative planning, collegial observations and feedback.

High quality teaching through appropriate professional learning resulting in students acquiring skills to continually adjust to changing technology, employment opportunities and social structures. Students will learn to be responsible local and global citizens.

Purpose:
To enable the highest outcomes for student engagement, wellbeing and learning, we aim to provide a school and community focus on personalised learning and support.

Building partnerships so that collaboration with parents, carers, families and the broader community support student progress. All stakeholder can assist in providing students with rich learning, personal development and citizenship opportunities.

Providing access to high-quality schooling and personalised learning that fulfils the diverse capabilities of each student. Increased community involvement to promote high expectations and the good name of Windang Public School.
## Strategic Direction 1: Assessment and data used in a challenging, engaging and inclusive curriculum

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To enable school excellence and improvement, an ongoing and cyclic process requires effective, rigorous assessment and data analysis and inclusive curriculum implementation.

Maximising teaching and learning through a cycle of assessment and data collection will allow teachers to adjust strategies with collegial support. School-wide data display and summarising will form consistent teacher judgment.

Windang Public School aims to embed explicit systems for collaboration and sustained ongoing improvement in teaching practice and student outcomes. Assessment, data and curriculum practices are consistent and used to inform all teaching and learning programs.

### Improvement Measures

- Professional learning building teachers skills in the analysis, interpretation and use of student performance data. All teachers incorporating data analysis in their planning for learning
- School-wide explicit processes to collect, analyse and report on internal and external student performance in line with new curriculum and continuum

### People

**How do we develop the capabilities of our people to bring about transformation?**

- **Students:**
  - Are provided with individualised curriculum through regular assessment and data collection.
  - Set personal learning goals and receive explicit feedback about achievements and progress.

- **Staff:**
  - Engage staff in ongoing professional learning to ensure they have a deep and shared understanding of the curriculum.
  - Knowledge, skills and capacity to assess students effectively, utilising data to drive student outcomes and program to meet needs.

- **Parents/Carers:**
  - Kept informed about school practices, and are encouraged to become involved in their child’s learning.
  - Parent teacher interviews to engage with individual goal setting for students.
  - Workshops and information sessions on how best to support learning.

- **Community Partners:**
  - Ongoing P&C collaboration and negotiation of school initiatives and fundraising resources.
  - Productive partnerships with external agencies such as the University of Wollongong (In2Uni program).

- **Leaders:**
  - Executive to lead collaborative planning and assessment to enable consistent teacher judgement.
  - Up to date with new research and practices and ensuring that the school milestones are achieved as scheduled.

### Processes

**How do we do it and how will we know?**

- **Whole School Professional Learning**
  - Staff engaged in professional learning to gain deeper understanding of cross curriculum priorities and syllabus implementation based on current research practice and collegial knowledge and sharing.

- **Differentiation and Feedback**
  - Develop staff capacity to collaboratively plan and differentiate programming and pedagogy across the curriculum with opportunities of stage planning, lesson demonstrations/observations and data analysis for consistent teacher judgements.

- **Cycle of Assessment and Reporting**
  - Build and sustain learning partnerships with parents by sharing curriculum strategies, reporting student achievement and ensuring ongoing and effective communication.

- **Professional Collaboration**
  - Provide opportunities for staff and community of schools to work together to learn from each other’s practices and be committed to the continuous improvement of their own teaching to improve student learning.

- **Evaluation Plan**
  - Teaching programs will be based on new syllabus, continuum and school planning documents, assessed through TARS supervision.
  - Dedicated staff meetings used to analyse the data wall and address any issues arising. Focused goals set for all students and relevant feedback against milestones.
  - Monitor and analyse student performance through PLAN, NAPLAN, Best Start, L3 and TOWN data.

### Products and Practices

**What is achieved and how do we measure?**

- Professional learning building teachers skills in the analysis, interpretation and use of student performance data. All teachers incorporating data analysis in their planning for learning.
- School-wide explicit processes to collect, analyse and report on internal and external student performance in line with new curriculum and continuum.

**Product:**

- Teachers actively engaged in targeted professional development to improve their own performance and student outcomes.
- Teachers working together to improve teaching and learning in their stage, through regular evaluation and constructive feedback from peers and school leaders.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Establishment and use of a whole school data wall and approach to using the literacy and numeracy continuum for data tracking.
- Students demonstrate confidence in reflecting on their own learning and use feedback to define areas of growth.
- Parents/Carers have an understanding and are updated on the progress of their children with regular information updates.
- The school leadership team to create active partnerships with the Lake Learning Community of Schools to collaboratively ensure continuity of student learning.
## Strategic Direction 2: Quality teaching through a changing learning environment

### Purpose

**Why do we need this particular strategic direction and why is it important?**

We aim to encourage all students to be successful learners, confident and creative individuals, and active and informed citizens.

Windang Public School’s teaching pedagogy will provide enhanced experiences in creativity, critical thinking, problem solving, decision making, communication and collaboration. This will be modelled through collaborative planning, collegial observations and feedback.

High quality teaching through appropriate professional learning resulting in students acquiring skills to continually adjust to changing technology, employment opportunities and social structures. Students will learn to be responsible local and global citizens.

### Improvement Measures

- All staff demonstrating high levels of commitment to pedagogical practise with lessons and learning opportunities that are engaging and are aligned to the school plan and collective efficacy
- All students show benchmarked improvement as they are supported to become self-motivated, confident and creative learners with personal resources for future success and wellbeing

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Think deeply and critically and make relevant connections to the broader learning experiences

**Staff:**
- Focus on pedagogical best practice to provide learning experiences aimed at developing 21st Century learning skills supported by technology and local and global communities

**Parents/Carers:**
- Engage with school practices by supporting the connected learning of students and participating in online learning tasks.

**Community Partners:**
- Ongoing P&C collaboration and negotiation of school initiatives and fundraising resources.
- Identify expertise within the Lake Learning Community of Schools to further develop the professional community

**Leaders:**
- Support and mentor to improve teaching practice and drive sustained ongoing school-wide improvement of student outcomes.

### Processes

**How do we do it and how will we know?**

**Quality Teaching**
- All staff focused on current practices and programs that address and monitor student learning needs
- Utilise Information and communication technology (ICT) to enable students in student-centred learning environments (inside and outside the classroom) while students continuing to maintain contact with fellow learners

**Professional Development**
- Providing professional learning and curriculum support for leaders and staff to integrate technology and strengthen differentiated teaching and learning practices to meet the needs of diverse learners.

**Whole School Collaboration**
- Opportunities for staff to collaborate across stage and whole school teams to provide a uniform approach to curriculum design and planning.

**Evaluation Plan**
- Conduct regular staff, student and parent meetings that demonstrate commitment to strengthening and delivering on school priorities
- Regular reporting against school milestones by the executive team and feedback to staff and school community
- Executive will observe lessons, discuss programming and provide constructive feedback through the TARS process
- Student performance data and feedback used to evaluate the effectiveness of teaching practices

### Products and Practices

**What is achieved and how do we measure?**

- Staff demonstrating high levels of commitment to pedagogical practise with lessons and learning opportunities that are engaging and are aligned to the school plan and collective efficacy
- All students show benchmarked improvement as they are supported to become self-motivated, confident and creative learners with personal resources for future success and wellbeing

**Product:**
- Teachers demonstrate responsibility by working beyond their classrooms to contribute to the broader school goals
- Staff, students, parents and the school community are engaged and committed to high expectations for learning while being responsive to ever changing needs

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Staff engaged in interclass visits to collaborate on innovative thinking tasks and planning. Based on areas discussed in targeted professional development
- Students engaged in common tasks where each individual depends on and is accountable to each other. Demonstrating authentic collaboration
- Classes to utilise the learning hub for enabling effective student self-directed decision making
## Strategic Direction 3: Student wellbeing and community engagement

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To enable the highest outcomes for student engagement, wellbeing and learning, we aim to provide a school and community focus on personalised learning and support.

Building partnerships so that collaboration with parents, carers, families and the broader community support student progress. All stakeholder can assist in providing students with rich learning, personal development and citizenship opportunities.

Providing access to high-quality schooling and personalised learning that fulfils the diverse capabilities of each student. Increased community involvement to promote high expectations and the good name of Windang Public School.

### Improvement Measures

- **A comprehensive approach to student wellbeing which is measurable and improves individual student wellbeing and collectively school outcomes.** Key indicators to improve student wellbeing: attendance data, award tracking, welfare data.

- **Effective support provided to increased performance of students achieving at the appropriate grade benchmarks in learning.** Learning support team to analysis individual student progress

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Engage students in the participation of Windang Public School welfare program to improve emotional resilience, social intelligence and respect for peers, parents and teachers through a whole school approach.

**Staff:**
- Focus, encourage and support teachers to closely monitor the progress of individuals, to identify and address the learning needs of students and to tailor classroom activities to levels of readiness and need.

**Parents/Carers:**
- To encourage regular and positive family-school partnerships for the educational benefit and wellbeing of all students.

**Community Partners:**
- Collaboration continually sought from Aboriginal Education Consultative Group (AECG)
- Work with new and existing community volunteers to support learning programs and the wellbeing of students and their families

**Leaders:**
- To provide instructional guidance to all staff focused on teaching, differentiation, learning and innovation for school improvement and student success.

### Processes

**How do we do it and how will we know?**

**Student Engagement and Wellbeing**
- Consistent whole school approach and implementation of our welfare program so all students benefit from a positive school culture and a combined home-school approach.

**Community Partnerships / Engagement**
- Encourage and promote meaningful relationships with the school community to develop positive partnerships. Through opportunities of special events, Kindergarten orientation and learning hub information sessions

**Learning support**
- Learning support team to ensure differentiated learning and support is increasing student engagement and success in learning.
- Staff to implement and review the management of high quality Personalised Learning Plans (PLP) for all Aboriginal students, and Individual Learning Plans (ILP) for students with learning needs

**Evaluation Plan**
- Engage students in You Can Do It ‘keys to success’ to improve social and emotional wellbeing and skills for life.
- The learning hub utilised as a resource available to the school community.
- Review and improve school-wide differentiation and feedback within the classroom. Ensuring students understand their personal progress
- Conduct regular parent / teacher meetings that include goal setting and build meaningful relationships

### Products and Practices

**What is achieved and how do we measure?**

- A comprehensive approach to student wellbeing which is measurable and improves individual student wellbeing and collectively school outcomes

- Effective support provided to increased performance of students achieving at the appropriate grade benchmarks in learning

**Product:**
- Teachers clearly understand and utilise the learning support team and resources in determining teaching directions and effectiveness levels

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Learning support team providing ongoing and timely feedback on support students with a focus on early intervention and referral

- A structured school and Lake Learning community of schools student leadership program to build student leadership skills and involvement

- Students engaged in and display the ‘keys to success’ behaviours across all school settings, with staff supporting this consistent approach to the welfare system