School plan 2015 – 2017

Windsor South Public School  4066

Inspired Teaching

Successfully Engaged Learners

Productive Partnerships

WISDOM AND STRENGTH

BE RESPECTFUL

BE RESPONSIBLE

BE SAFE
### School vision statement
At *Windsor South Public School* we promote wisdom, strength and personal excellence in an ever-changing world by providing a caring, supportive, safe and engaging learning environment where all students will achieve to their full potential. Students will become respectful, life-long learners who contribute positively to their community.

We provide high quality education in every classroom every day to inspire students to be:

- creative and confident individuals
- responsible and respectful citizens
- critical and creative thinkers
- innovative and resourceful problem solvers
- honest, resilient and optimistic students

### School context
Windsor South Public School is based within a low socio-economic community in the Hawkesbury, and has an enrolment of 162 students, including 36% Aboriginal and Torres Strait Islander students. The whole school community interacts within a Respectful, Responsible and Safe learning environment consisting of 7 mainstream classes and an Early Intervention Unit.

An enthusiastic and collaborative staff are committed to achieving optimum student learning outcomes in a nurturing and caring environment. Quality teaching practice at Windsor South Public School demonstrates the implementation and monitoring of dynamic programs that are based on student needs, in a learning environment which aims for every student to reach their potential.

The school employs School Learning Support Officers and an Aboriginal Education Officer who all ensure that students have equitable access to support and are engaged in learning which has assisted in 'Closing the Gap' between Aboriginal and non-Aboriginal students.

### School planning process
Windsor South Public School reviewed the DEC Strategic Directions and Priorities during whole school staff meetings to guide the school vision for the future in meeting our student needs.

As a staff, over a series of staff meetings, we acknowledged our current situation and collected evidence to identify the future needs of students. We then identified 3 strategic directions which reflected the emerging needs and aspirations of our whole school community. We identified our improvement measures, processes, products and practices which will be implemented over the following 3 years.

To gain parental input and feedback of perceived school targets parents were offered the opportunity to contribute to planning through written surveys and discussion during P&C meetings.

Termly whole school staff meetings have been scheduled to review and reflect on the progress of our achievements.
School strategic directions 2015 - 2017

Windsor South Public School 4066

Purpose:
To increase quality of teaching and learning opportunities to equip our students with the knowledge, skills and values of 21st Century Learners.

Purpose:
To provide a safe and positive learning environment where students are engaged and supported to reach their full potential.

Purpose:
To support student learning by building meaningful partnerships with parents, students and the community.
Strategic Direction 1: Inspired Teaching

**Purpose**
To increase quality of teaching and learning opportunities to equip our students with the knowledge, skills and values of 21st Century Learners.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| To increase quality of teaching and learning opportunities to equip our students with the knowledge, skills and values of 21st Century Learners. | **Students:** will take responsibility for their own learning to be creative and critical thinkers. They will be engaged with teaching and learning programs that are meaningful, integrated and differentiated to meet their individual needs. | **Staff:** Embed whole school best practice through the implementation of a variety of literacy and numeracy initiatives. Sustained professional learning and goal setting through Peer Coaching where teachers evaluate the effectiveness of their teaching practices including sophisticated analysis of student engagement and learning growth to plan for effective teaching. Contribute to a transparent learning culture through the observation of each other’s practices to reinforce quality teaching. Teachers provide explicit, specific and timely formative feedback to ensure all students have a clear understanding of how to improve their learning. **Leaders:** Demonstrate instructional leadership, promoting and modelling best practice. Twice termly network meetings focused achieving and maintaining accreditation at all levels. Engage off class executive to manage professional development, Peer Coaching, mentoring and the implementation of the Quality Teaching Framework. **Evaluation Plan** Monitoring of: NAPLAN data PLAN data Executive feedback Staff self-evaluations Peer Observation feedback. | **Products and Practices**

### Products
- 100% of students achieve positive growth in NAPLAN in both English and Mathematics.
- 80% of K-2 students achieving at or above cluster / Stage expectations in Literacy and Numeracy.

### Practices
- Individual Performance and Development Plans for each teacher, where the Australian Professional Standards form the basis for guiding and assessing performance and development.
- Regular professional learning sessions enhance teacher’s knowledge and skills informing of the needs of 21st Century learners and best educational practices.
- Peer Observations and Collaborative Planning Days where teachers model effective practice and give / receive feedback to drive and sustain ongoing school-wide improvement.
- Embedded and explicit systems of mentoring and Peer Coaching improve teacher practice, confidence and collegiality.
- Regular, specific and clear written and verbal feedback given to students influences learning and achievement.

### Improvement Measures
- 100% of students achieve positive growth in NAPLAN in both English and Mathematics.
- 80% of K-2 students achieving at or above cluster / Stage expectations in Literacy and Numeracy.

### Community partners:
- will be provided with opportunities to develop an understanding of school programs and new syllabus expectations.

### Leaders:
- will coordinate the training and support for teachers. They will engage in external research, professional reading and extended professional learning.

### Staff:
- will be engaged with professional learning that is targeted towards the needs of 21st Century learners. They will be continually upskilled using evidence based research in the areas of literacy and numeracy.

### Parents:
- will be provided with opportunities to develop an understanding of school programs and new syllabus expectations.

### Students:
- will take responsibility for their own learning to be creative and critical thinkers. They will be engaged with teaching and learning programs that are meaningful, integrated and differentiated to meet their individual needs.

### Staff:
- Embed whole school best practice through the implementation of a variety of literacy and numeracy initiatives.

### Leaders:
- Demonstrate instructional leadership, promoting and modelling best practice.

### Evaluation Plan
- Monitoring of: NAPLAN data PLAN data Executive feedback Staff self-evaluations Peer Observation feedback
## Strategic Direction 2: Successfully Engaged Learners

### Purpose
To provide a safe and positive learning environment where students are engaged and supported to reach their full potential.

### People

**Students:** will be supported to set learning goals and take learning risks to generate success. They will take pride in their achievements.

**Staff:** will have a deep understanding of quality teaching to implement learning programs that improve student engagement and achievement.

**Parents:** will feel supported and be well informed on ways to assist their children to achieve their personalised learning goals.

**Community partners:** will bridge the distance between the school and home environment.

**Leaders:** will share best practices and processes that enhance learning and engagement. They will provide a program of professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

### Processes

**Students:**
- Have a clear understanding of school wide expectations and school rules.
- Set realistic and achievable academic and behavioural goals and reflect on their progress towards achieving their goals.

**Staff:**
- Embed whole school best practice through the implementation of; PBL, 1,2,3 Magic, Edmodo, Multiple Intelligence Clubs, Attendance Raffle.
- Collaborative approach through the Learning and Support Team to improve student learning outcomes, with ongoing monitoring of PLPs and IEPs.
- Implement the *Academic Excellence Initiative* whereby all students set individual academic and social goals to develop, extend and accelerate knowledge acquisition and skills.
- Provide explicit, specific and timely feedback to students and their parents to validate the achievement of their personalised goals.
- Professional learning to inform teachers on how to provide opportunities for students to connect, succeed and thrive.

**Leaders**
- Build staff capacity through a variety of professional learning.

### Evaluation Plan

Monitoring of:
- Classroom observations
- Program evaluations
- Executive feedback
- Data: behaviour referrals, Oasis attendance

### Products and Practices

**Products**
- 100% of students who have an identified disability have an Individual Education Plan to inform staff of individual student needs and learning goals.
- 100% of students have a clear understanding of PBL school wide expectations and rules.
- Increase in full day and partial attendance by 5%.
- 100% of students set individual learning goals.

**Practices**
- Learning and Support Team establish clear directions to support students in need and monitor student IEPs and PLPs.
- PBL meetings analyse data to guide and support a whole school approach to student welfare.
- Explicit classroom PBL lessons ensure clearly defined school wide behavioural expectations are taught.
- Social skills interventions to support the cognitive, emotional, social and physical wellbeing of students.
- Academic Excellence Program – all students have individual academic / behavioural goals set periodically with weekly reflections.
- Strong commitment to providing timely, explicit and quality feedback to students, so they can understand where they are in their learning and what to do to improve.
## Strategic Direction 3: Productive Partnerships

### Purpose
To support student learning by building meaningful partnerships with parents, students and the community.

### People

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<tr>
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<th>Parents</th>
<th>Community partners</th>
<th>Leaders</th>
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<tbody>
<tr>
<td>Students: will be expected to come to school with a positive attitude, ready and able to learn.</td>
<td>Staff: will act with integrity and speak positively about our school. They will effectively communicate with all stakeholders to promote student learning and high expectations for success. Staff will engage parents as active participants in their children’s education.</td>
<td>Parents: will be engaged and informed about school expectations. They will better understand the ‘language’ of learning.</td>
<td>Community partners: will be more actively involved in school initiatives and events.</td>
<td>Leaders: will engage respectfully with the broad spectrum of the community, being flexible in responding to their needs.</td>
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### Improvement Measures
- Improved parental attendance at school based information sessions and celebration days.
- Positive parent satisfaction surveys.

### Processes

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<td>Students: Share achievements, promote and discuss school events with parents and family members.</td>
<td>Staff: Promote a school environment that enables students to experience success and receive recognition for their achievements, including advertising on social media.</td>
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<td>Where possible, students will utilise class Edu blogs to communicate with staff.</td>
<td>Encourage a school environment where parents and community members are welcome and their voices acknowledged.</td>
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### Products and Practices

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<th>Practices</th>
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<td>Improved parental attendance at school based information sessions and celebration days.</td>
<td>Student achievement and school activities advertised using social media.</td>
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<td>Positive parent satisfaction surveys.</td>
<td>Parent and Community “Coffee Club”, where members learn about how to help their child at school whilst engaging in a variety of activities.</td>
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<td>Improved reputation within the community.</td>
<td>Regular feedback to parents validating the achievement of student’s personalised goals.</td>
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<td>Increased diversity of communication channels used to inform whole school community.</td>
<td>Edmodo group established for each class to enable students, parents and teachers to communicate on topics such as homework expectations.</td>
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### Evaluation Plan
**Monitoring of:**
- Attendance at Coffee Club & other school events
- Parent survey responses
- Social media and Edu blog activity