School background 2015 – 2017

School vision statement

At Willoughby Public School, we believe in ‘Educating for Excellence’ within an inclusive environment so that students reach their true potential and become confident, creative individuals who are prepared to embrace 21st century changes.

School context

Willoughby Public School has a long tradition of educational excellence and involvement in the community. Our school is an outstanding multicultural learning community with inquiring and enthusiastic students, motivated and dedicated staff and supportive and committed parents and carers. The school ensures success for all through strong academic programs, performing arts, sporting, enrichment and support programs delivered by highly qualified staff. We do this through effective teaching, a stimulating environment, positive discipline and community participation.

Independence and leadership is encouraged among all students. Community language programs are offered in Chinese and Italian. These quality educational programs are provided in a safe, happy and dynamic learning environment providing students with access to innovative technologies. We meet the needs of our gifted and talented students through effective curriculum differentiation, individual programs and subject acceleration. One of our classes is for students with mild to moderate intellectual disabilities. We value integration of these students into mainstream classes.

Our school has an excellent reputation and is at the heart of the community. We value open and collaborative relationships with students, staff, parents and carers. The school community works together to provide the very best educational opportunities for all our students.

School planning process

Each year the school seeks the opinions of students, staff and community, undertaking a school wide consultation process to support the development of Willoughby’s plan.

This process included:

- Staff, stage and grade meetings identifying areas of strength and areas for future development.
- Seeking student, staff and wider community opinions via Survey Monkey, TTFM Surveys, meetings, SRC, informal discussions and P&C involvement.
- Relevant school-based and external data such as NAPLAN, PLAN, SENA 1 and 2, diagnostic spelling results, student reading levels and learning and support program statistics, ongoing teacher observation and consistent grade-based assessment were used for understanding baseline school performance levels and developing a shared understanding of where we need to focus work in improving student learning.

Collectively, this community feedback along with our data analysis has been used to develop and inform our school’s strategic directions and planning.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Learning and engagement
To promote diverse personalised learning for each student in a way which is purposeful and engaging. Students communicate, collaborate and take responsibility for their own learning in order to become successful, confident and resilient.

STRATEGIC DIRECTION 2
Building and developing capacity
To ensure high quality teaching and learning practices are consistently implemented across the school by teachers and support staff through ongoing professional development, teacher accreditation processes and the embedding of 21st century skills across the curriculum.

STRATEGIC DIRECTION 3
Connectedness with the community
To foster a supportive learning environment, working collaboratively to form strong partnerships and strengthen relationships with our school communities.
Strategic Direction 1: Learning and engagement

**Purpose**
To promote diverse personalised learning for each student in a way which is purposeful and engaging. Students communicate, collaborate and take responsibility for their own learning in order to become successful, confident and resilient.

**People**

**Students:**
Students reflect on their learning, work collaboratively, set goals and develop increasing responsibility for their own learning.

**Staff:**
Build a strong understanding of what is effective differentiation. Levels of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.

Capabilities will be enhanced by designing and implementing differentiated individualised professional learning in collaboration with our Community of Schools. School-wide systems and structures will be developed which support all staff in meeting the educational needs of students.

Understand and use assessment for learning, as learning and of learning in determining teaching directions and levels of effectiveness.

**Parents/Carers:**
Engage with their children’s learning. New and innovative programs will continue to build the expectations and abilities of parents/carers, enabling them to support their own child’s learning.

**Processes**

Implement assessment and tracking strategies using PLAN data and assessment tasks to inform teaching and learning programs.

Engage students in the 21st century skills of critical thinking, communication, collaboration and creativity.

Strengthen differentiated learning programs to meet the learning needs of all students including learning and support and gifted and talented students through mentoring, team teaching and professional learning opportunities.

Use collaborative planning, action learning, CTJ activities, mentoring, team teaching and professional learning to develop and implement evidence-based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning.

**Evaluation Plan:**

- Review and monitor teaching programs and practices.
- Regularly monitor student levels of achievement through PLAN data.
- Review and monitor the effectiveness of assessment tasks.
- Review and analyse NAPLAN data.

**Products and Practices**

**Products:**

- Differentiated teaching and learning programs meet the needs of all students.
- Student growth in literacy and numeracy is above DEC average in NAPLAN assessments.
- Students achieve literacy and numeracy cluster level benchmarks using PLAN.

**Practices:**

- Teachers set learning intentions collaboratively developing success criteria with students and provide descriptive feedback.
- Teachers collaboratively develop assessment tasks and rubrics enabling students to demonstrate a range of skills.
- Teachers use assessment data to differentiate teaching and learning programs to meet the learning needs of all students.
- Students participate in goal setting, assessing, reflecting on and making choices to be responsible for their own learning and behaviour.
- Students utilise feedback provided against success criteria to improve and achieve their learning goals.
- Parents/carers remain informed of their child’s progress through accurate, informative reporting.

**Improvement Measures**

- Differentiated teaching and learning programs meet the needs of all students.
- Student growth in literacy and numeracy is above DEC average in NAPLAN assessments.
- Students achieve literacy and numeracy cluster level benchmarks using PLAN.
# Strategic Direction 2: Building and developing capacity

## Purpose
To ensure high quality teaching and learning practices are consistently implemented across the school by teachers and support staff through ongoing professional development, teacher accreditation processes and the embedding of 21st century skills across the curriculum.

## Improvement Measures
- Performance and development plans and practices reflect National Teaching Standards.
- Quality Teaching Framework embedded in teaching and learning practice.

## People
### Students:
Engage and actively participate in learning through a variety of curricula and extra-curricular programs.
Develop abilities in inquiring, critical and creative thinking, problem solving and communicating.
Develop their ICT skills to support inquiry-based learning.

### Staff:
Actively participate in a program of personalised and whole staff professional development to understand the Australian Teaching Standards and direct their reflective practice.
Engage other research practices and experts, including Community of Schools to support implementation and evaluation of pedagogical practice.
Develop their ICT skills to support inquiry-based learning.
Understand the syllabus requirements, conceptual programming and the skills needed to develop and implement units of work.

### Parents/ Carers:
Build awareness amongst parent/carers enabling them to actively support their child’s learning and understand the changing nature of the new curriculum using a multi-faceted communication strategy.

## Processes
### Students:
Through a variety of professional learning strategies, teachers collaboratively develop an understanding of the Australian Teaching Standards and how they relate to classroom teaching practice.
Provide opportunities for teachers to work collaboratively and learn from each other’s practice.
21st century skills - curriculum implementation.

### Staff:
Actively participate in a program of personalised and whole staff professional development to understand the Australian Teaching Standards and direct their reflective practice.
Engage other research practices and experts, including Community of Schools to support implementation and evaluation of pedagogical practice.
Develop their ICT skills to support inquiry-based learning.
Understand the syllabus requirements, conceptual programming and the skills needed to develop and implement units of work.

### Evaluation Plan:
- Review of performance and development plans.
- Student engagement surveys
- Monitoring and review of student work samples.

## Products and Practices
### Products:
Performance and development plans for staff identify individual learning goals and link to the Australian Teaching Standards.
Quality Teaching framework embedded in teaching and learning practice.
A clear, well sequenced whole school plan for curriculum delivery.

### Practices:
Teachers confidently reflect on and consistently implement teaching practice against Australian Standards and Quality Teaching Framework.
Successful achievement of proficient teacher accreditation or higher levels.
Teachers engaging in self-reflection and action learning conversations about pedagogy with the aim of continuous improvement. Staff demonstrate personal and collective efficacy and responsibility for the educational outcomes and well-being of all students.
Students demonstrate confidence, creativity, collaboration and critical thinking in their learning. Student voice is evident throughout school programs, policies and practices.
Parents/carers develop their understanding of quality teaching and general capabilities across the primary syllabus enabling active contribution to and support of student learning and school activities.
### Strategic Direction 3: Connectedness with community

#### Purpose
To foster a supportive learning environment, working collaboratively to form strong partnerships and strengthen relationships with our school communities.

#### People

**Students:**
Actively participate in programs that foster a supportive learning environment and leadership opportunities.

**Staff:**
Develop their capacity to build stronger community relations with parents/carers from all cultural backgrounds.

**Parents/Carers:**
Establish a collaborative learning community with students, other parents/carers and teachers to support student welfare programs. To encourage family-school partnerships for the educational benefit of all students.

#### Processes

Develop, bring together and refine new and existing welfare and social skills programs, enabling authentic integration into teaching and learning programs.

Develop communities of practice to support the implementation of conceptual planning in curricula and extra curricula areas.

Enhance local community connections to increase opportunities for student and staff learning.

#### Products and Practices

**Products:**
Partnerships are established in the local and wider community that connect to student learning.

Teaching and learning units embed social and emotional learning intentions and success criteria.

**Practices:**
Students have global knowledge, respect for other cultures and active involvement in their local and wider community.

Teachers integrate aspects of social and emotional well-being into teaching and learning programs.

Parents actively contribute to the life of the school by contributing to a wide range of activities.

#### Improvement Measures

- Partnerships are established in the local and wider community that connect to student learning.
- Teaching and learning units embed social and emotional learning intentions and success criteria.

#### Evaluation Plan:

- Review and monitor teaching programs and practices.
- Student engagement surveys
- Parent surveys