

Woodville Gardens School, Birth—7

Strategic Plan 2018-2020

Our Vision:

To create a community of life long learners.

Our Mission:

To build coherence in learning, B-7, fostering curiosity and creativity for our learners.

Our Values:

Fairness, Respect & Responsibility

Our Targets:

- Children achieve the Early Years Learning Framework Outcomes
- Children achieve the Preschool literacy and numeracy indicators.
- Children achieve and exceed the Standard of Educational Achievement (SEA) where stated.
- Children progress at rates as determined by SEA or as stated on Individual or Negotiated Learning Plans.

Site, Cohort & Individual Data sets are reviewed each semester.

Strategic Priorities:

Our Strategic Priorities have emerged from site based data , External Review recommendations and are aligned with the DECD & Partnerships priorities of:

Quality Teaching: *Creating the coherence in high impact teaching practices from P-7.*

Staff build connectivity in learning experiences for all children, through the implementation of high impact strategies across the curriculum. High Impact strategies are implemented using an Inquiry approach with staff monitoring the impact through student achievement and engagement.

Reference– Literacy & Numeracy First document

Build staff capacity: *Staff engage in rigorous performance conversations that are aligned with our Site Improvement agenda.*

Performance Development processes are aligned with the Quality Teaching and Student Efficacy priorities, developing staff capacity through ongoing feedback and observation.

Student Efficacy: *Children influence and shape their learning through ongoing feedback. Children develop the skills to lead and actively shape the culture at Woodville Gardens School.*

Reference– TFeL Framework

Wellbeing for Learning & Learning for Wellbeing: *Mindsets and Dispositions*

Children are explicitly taught and encouraged to apply the strategies and mindsets that optimise their well-being and learning.

Reference– Learner Well-being Framework

STEM- '*Design Thinking*': *Students have the skills to respond to complex situations and contexts, using processes and dispositions explicitly taught.*

Staff and students utilise cutting-edge technologies to enhance learning.

WGS Staff implement a Design Thinking approach, complemented by the Tactical Teaching of Thinking.

Students are using programming to create through the 3-d printing project

Reference– DECD Project /A.C. Critical & Creative Thinking Continuum



Whole School Agenda: Wave 1

Children recognise and experience the common elements of learning, creating the stability and consistency that promotes 'curiosity' towards new learning.

Quality Teaching Strategies

To create the learning environment in which individual students flourish, the Woodville Gardens Staff, Birth –7, both teachers and SSOs:

- Develop a shared and deep understanding of the Quality Teaching practices using a Frayer Model, (defining, characteristic, examples, non-examples) to ensure implementation has integrity.
- Logically sequence learning using Quality Teaching Strategies within a Teaching & Learning Cycle.
- Use explicit teaching practices; incorporating a responsive approach to data through the Wave Approach to intervention. Referenced against the *Literacy & Numeracy First* document
- Design learning experiences with multiple entry points through collaboration with the SLIP.
- Use Sprint Cycles in order to trial, refine and monitor the impact of Quality Teaching Strategies; developing cycles of feedback for Teachers and students.
- Implement and measure the impact using multiple measures, with a focus on Student Achievement and Social Emotional Wellbeing and engagement .
- Implement pedagogies that build the self-efficacy of students:
 - ⇒ through a focus on teaching meta-language and cognition.
 - ⇒ promote design thinking, problem-solving strategies through entrepreneurial, approaches
 - ⇒ Building staff and student understanding re: student agency (voice) through a range of research and leadership opportunities.
- Use the General Capabilities, privileging the Critical & Creative Thinking Capability, to map and assess student progress.
- Site Improvement Team builds the capacity of PLT facilitators and leadership to lead change initiatives.
- Professional Learning Teams share the impact of the Quality Teaching Approaches and commit to trailing the High Impact Teaching strategies across curriculum.

Innovation Projects—Wave 2

WGS Innovation /PLC Projects

- The Strategic Priorities that have emerged from site based research are aligned with the DECD & Partnerships priorities of:
 - ◇ STEM– 3-D Printing Project Focus (Tina) - Thinking Maths
 - ◇ Oral Language— Vocabulary & Meta-language Project—Cathy Ireland
 - ◇ Writing – Text Structure and Language (Margy)
 - ◇ Powerful Learners – Authentic Student Voice (Scott & Sue)
 - ◇ 'Towards Excellence' – Preschool Assessment (Carla & Megan)
- Staff embed new learning in the context of their classrooms in order provide enhanced experiences in order to identify 'High Impact Strategies'
- Staff track student progress and achievement in order to measure the impact of strategies.
- Each of the Innovation Groups/PLTs has a clear focus in improving Student Achievement and engagement, using a Learning Sprints Model.
- Students provide feedback re: the impact of innovations through Student Voice tools such as focus groups, feedback loops.
- Students determine those strategies that support their learning through feedback.

Individual Focus: Wave 3

Performance Development Plans

Performance Development processes are aligned with the Improvement agenda to:

- support staff in implementing the Quality Teaching Approaches, providing them with feedback.
- incorporate the tracking and monitoring of student achievement and progress.
- provide staff with two-way feedback using co-constructed observational criteria and evidence .

Targeted Resourcing/ Annum

Wave 1: Quality Teaching Strategy: Better School Funding - \$154 000
Literacy & Numeracy First \$106 700

Wave 2: Innovation :
APAS funding = \$27 00
EALD = FTE 2.1
Special Education funding:
Literacy & Numeracy First \$106 700

Wave 3: Professional Learning Teams/ Performance Development
Better School Funding - \$106 700

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