

School plan 2015-2017

Warrawong Public School 3104



School background 2015–2017

School vision statement

Warrawong Public School provides quality education in an innovative and supportive learning environment. We develop and value safe, respectful and responsible learners. We have a whole school commitment to literacy and numeracy learning and community partnerships.

Our vision is to:

- plan for ongoing learning for each student, providing students with the skills to become self-reflective, successful, confident and creative learners
- strengthen student, staff and community engagement in owning and celebrating student learning and to develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community
- make a positive contribution to their life, our society and to prepare them for the exciting future that awaits their participation and leadership

To achieve this we place emphasis on the intellectual, social, emotional and physical development of every student at Warrawong Public School.

School context

Warrawong Public School is located in the southern Wollongong suburb of Warrawong, in the heart of the industrial and business area. It is a low socio-economic and ethnically diverse area of the Illawarra.

Current enrolment is 277 students. Approximately 40% of the students have a non-English speaking background and there are over twenty nationalities represented among the student population. There are 46 students enrolled who identify as Aboriginal. There are eleven mainstream classes. The school has three support classes catering for students with a moderate intellectual disability, mild intellectual disability and those eligible for a multi-categorical class. A Macedonian community language program operates.

In 2013, the school successfully embarked on the National Partnerships Empowering Local Schools initiative to embrace reforms in the areas of local decision-making and is a pilot school for Learning Management Business Reform. Warrawong Public School receives additional equity funds through its Resource Allocation Model (RAM). This funding plays a pivotal role in the staffing and resourcing of the school to raise the learning outcomes and lift educational standards for all students so that they have the best chances and choices in life. The programs provide additional classroom teachers, support for all students, valuable teaching resources and teacher professional learning. The school is also part of the Early Action for Success (EaFS) initiative. As an EaFS program provides the school with an Instructional Leader to ensure best practice and to monitor the performance of each student K–2. Teachers receive additional professional development in early Literacy and Numeracy strategies.

School planning process

This draft plan has been compiled using extensive consultation, discussion and survey points with students, staff and the wider community.

In mid-2014 David Lewis (former School Education Director) was employed to conduct a School Situational Analysis and Dare to Lead conducted a review of Aboriginal Education. Both processes involved auditing of school practices and processes and extensive consultation with students, staff, parents and the Aboriginal community. Many of their recommendations have been included in this plan.

Since mid-2014, focus groups of teachers have contributed to conceptualising our overall school directions and first drafts.

The School Leadership Team compiled the final draft plans.

Final ratification and endorsement has yet to be gained from a formal P & C meeting.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Curriculum and Assessment

Purpose:

To improve teaching and learning outcomes for all students. Teachers will evaluate the effectiveness of their teaching practices and undertake Teacher Professional Development to plan for ongoing learning for each student, providing students with the skills to become self reflective, successful, confident and creative learners. The team will monitor and evaluate the school's progress in this area by analysing students' results through an evidence-based approach.

STRATEGIC DIRECTION 2

Teacher Quality and Leadership

Purpose:

To deliver high quality teaching programs through a committed, collegial approach where staff demonstrate and share expertise.

Through targeted professional learning and feedback teachers will build their capacity in delivering evidence-based teaching strategies and use data to inform their practice.

Staff will have purposeful leadership roles based on professional expertise, guidance, mentoring. and coaching

The school leadership team makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student learning outcomes.

STRATEGIC DIRECTION 3

Building Stronger Communities

Purpose:

To strengthen student, staff and community engagement in owning and celebrating student learning and success. Teachers and systems within the school will develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community.

To foster the extended school communities' engagement in school programs and initiatives and build in sustainability of these programs.

Strategic Direction 1: Curriculum and Assessment

Purpose	People	Processes	Practices and Products
<p>To improve teaching and learning outcomes for all students. Teachers will evaluate the effectiveness of their teaching practices and undertake Teacher Professional Development to plan for ongoing learning for each student, providing students with the skills to become self reflective, successful, confident and creative learners. The team will monitor and evaluate the school's progress in this area by analysing students' results through an evidence-based approach.</p>	<p>People</p> <p>All school community members share a high level of expectation and ownership of excellence in student achievement.</p> <p>Students</p> <p>Students take ownership of and responsibility for their learning</p> <p>Staff</p> <p>The staff demonstrates and shares expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.</p>	<p>To establish a Visible Learning team that will develop and lead full implementation of all aspects of this strategy within and across schools.</p> <p>Provide teachers (3–6) with a skill base that encompasses reading across all KLAs through teacher professional development in Focus on Reading.</p> <p>Personalise student learning by establishing systems to effectively cater for their needs. Linking Learning and Support Team referrals to assessment based data, improving Aboriginal PLP systems to ensure an authentic, evolving, working document is produced, incorporating PBL philosophies and systems to support student achievement.</p>	<p>Practices</p> <p>Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.</p> <p>The teaching staff of the school demonstrate and share expertise in implementing the new Australian Curriculum, while exhibiting very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.</p>
Improvement Measures	Parents/Carers	Evaluation Plan	Products
<p>Every student will show growth along all aspects of school-based assessment tasks and the Literacy/Numeracy continuums.</p>	<p>Teachers involve students and parents in planning to support students as they progress through the stages of education.</p>	<p>There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities which build on teachers' understandings of effective teaching strategies, focusing on the implementation of the new Australian Curriculum and Early Action for Success initiatives.</p>	<p>Curriculum program and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.</p>
<p>All students demonstrate a high awareness of their learning and are able to reflect on their learning.</p>	<p>Leaders</p> <p>Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.</p>		<p>Every student will show growth along all aspects of school-based assessment tasks and the Literacy/Numeracy continuums</p>
			<p>All students demonstrate a high awareness of their learning and are able to reflect on their understandings and learning needs.</p>

Strategic Direction 2: Teacher Quality and Leadership

Purpose	People	Processes	Practices and Products
<p>To deliver high quality teaching programs through a committed, collegial approach where staff demonstrate and share expertise.</p> <p>Through targeted professional learning and feedback teachers will build their capacity in delivering evidence-based teaching strategies and use data to inform their practice.</p> <p>Staff will have purposeful leadership roles based on professional expertise, guidance, mentoring, and coaching</p> <p>The school leadership team makes deliberate and strategic use of partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student learning outcomes.</p>	<p>People</p> <p>All school community members share a high level of expectation and ownership of excellence in student achievement.</p> <p>Staff</p> <p>All teachers will have an understanding of the importance of implementing professional standards and curriculum requirements in their everyday practice.</p> <p>Students</p> <p>Students are actively engaged in their learning. Classrooms are well managed with quality teaching visible.</p> <p>Parents/Carers</p> <p>Parents are active participants in their child's learning developing positive relationships with the teacher and the</p> <p>Leaders</p> <p>he school leadership team demonstrates instructional leadership promoting and modelling effective, evidence-based practice.</p>	<p>The school has processes in place to support teachers' performance and development in line with the Australian Professional Standards for Teachers and the Teacher's Professional Development Framework.</p> <p>Through Professional Learning Plans and collegial dialogue with supervisors, teachers are actively engaged in professional learning targeted to school priorities and their professional learning needs.</p> <p>Establish a system, in line with the Teacher's Professional Development Framework of effective professional learning for induction, teacher quality, leadership preparation and development.</p> <p>Analysis of professional roles and responsibilities to identify strengths and gaps, with the view to succession planning, that build staff capacity to deliver school improvement targets.</p> <p>Evaluation</p> <ul style="list-style-type: none"> • Quality, meaningful Professional plans for each teacher • In partnership with Principal, quality, meaningful Executive Professional Plans for each Executive • "Tell Them From Me Surveys" reflect positive Parent, Teacher, Student 	<p>Practices</p> <p>The school evaluates professional learning activities to identify and systematically promote the most effective strategies.</p> <p>Teachers draw on and implement, evidence-based research to improve their performance and professional development.</p> <p>Products</p> <p>Teaching staff collaboratively plans and shares expertise. To enhance learning outcomes and utilise 21st Century knowledge and practice.</p> <p>The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.</p>
Improvement Measures			
<p>The school evaluates professional learning activities to identify and systematically promote the most effective strategies.</p> <p>Teachers draw on and implement evidence-based research to improve their performance and development.</p>			

Strategic Direction 2: Teacher Quality and Leadership

Improvement Measures

People

Processes

engagement/satisfaction

Evaluation Plan

Practices and Products

Strategic Direction 3: Building Stronger Communities

Purpose	People	Processes	Practices and Products
<p>To strengthen student, staff and community engagement in owning and celebrating student learning and success. Teachers and systems within the school will develop students' sense of belonging, commitment to school, relationships with peers and teachers and opportunities to actively participate in the extended school community.</p> <p>To foster the extended school communities' engagement in school programs and initiatives and build in sustainability of these programs.</p>	<p>People</p> <p>The whole school community is actively engaged in fostering positive relationships and connections within the school environment.</p> <p>Students</p> <p>Students will positively engage in making connections within the school environment.</p> <p>Staff</p> <p>The staff demonstrates and fosters active engagement in making connections in the school environment.</p> <p>Parents/Carers</p> <p>Will develop of an awareness of how attendance affects students' learning outcomes and increase commitment to school programs.</p> <p>Community Partners</p> <p>Will support school initiatives and enhance sustainability of programs by forming productive relationships with external agencies to improve educational opportunities for students.</p> <p>Leaders</p>	<p>Attendance</p> <ul style="list-style-type: none"> • Develop a clear, concise strategy to increase school attendance and alter community perceptions on school attendance levels • Establish a tiered system of monitoring attendance and collect data collection • Develop an efficient attendance monitoring process to be used by classroom teachers • Improve communication about attendance issues by developing, using and embedding an attendance motto into school culture • Acknowledge attendance improvements and reward excellence in this area <p>Facebook/newsletter/school brand/uniformity</p> <ul style="list-style-type: none"> • Research legalities in order to create WPS Facebook page • Develop professional learning for all staff and create timetable to ensure WPS Facebook page is fully integrated into school as primary communication tool with whole school community • Develop a standardised format for all school written communication <p>3 Permaculture /environment/Arvo Mob (Aboriginal parent engagement)</p> <ul style="list-style-type: none"> • Employ permaculture expert to assist in maintaining and developing garden • Develop program that links curriculum to permaculture garden to improve whole school community involvement 	<p>Practices</p> <p>Attendance is closely monitored. Systems are in place to ensure DEC policy is followed and families are supported with appropriate interventions to overcome attendance barriers.</p> <p>Community receive regular updates and communications from our Facebook and Twitter accounts.</p> <p>Aboriginal parents and students are regularly consulted about their Educational needs. All students are aware of Aboriginal culture which is embedded in curriculum.</p> <p>Products</p> <p>All members of the school community share a collective responsibility for student learning and success</p> <p>Students are self-aware, build positive relationships and actively contribute to the school community and the society in which they live.</p> <p>Students are regularly exposed to positive environmental programs through a systemic use of the Permaculture Garden</p>
Improvement Measures			
All members of the school community share a collective responsibility for student learning and success			
Students are self-aware, build positive relationships and actively contribute to the school community and the society in which they live.			

Strategic Direction 3: Building Stronger Communities

Improvement Measures

People

The school community is committed to the school's strategic directions and practices to achieve educational priorities.

Processes

- and engagement
- Develop students' skills in permaculture through active participation
- Actively seek parental support through scheduled events

4 Read Strong Warrawong

- Promote summer holiday reading in the community by highlighting program in Home Reading and with logo
- Embed Read Strong Warrawong fund raising events, with local businesses providing resources/support

Evaluation Plan

- Attendance Data
- Behaviour Referral Data
- Suspension Data
- Followers– increase in numbers
- Facebook/Twitter/Website hits
- “Read Strong Warrawong”– Post holiday reading levels, percentage gain each year
- Community sponsorship

Practices and Products