

# School plan 2015-2017

## Woongarra Public School 4637



# School background 2015-2017

## School vision statement

Our school exists for our students. Our vision is to provide high quality educational opportunities for every student to achieve his / her potential within a culture of respect, responsibility and high expectations. We aim to develop confident and creative individuals, with the personal resources for future success and wellbeing.

## School context

Woongarrah Public School is located in the Wyong Shire on the Central Coast of NSW. The school opened in 2005 as one of the first nine schools in NSW constructed under the Public Private Partnership (PPP) whereby a private consortium provide facilities management for the school over a 30 year period. 2016 marks the 12th year of this partnership.

In 2016, the enrolment of 494 students, included 39 Aboriginal students and 27 students with a language background other than English. Students were organised in 19 classes and supported by a Principal, 4 executive and 34 teaching, support and office staff.

The school has a renowned reputation in the wider community for outstanding commitment to student wellbeing and inclusive education. Personal excellence, high expectations and motivating students to achieve their best are significant aspects the school culture. The school provides a range of opportunities to explore and extend learning experiences so that students can achieve in a variety of academic, sporting, cultural and social activities. A genuine commitment to evidence-based continual improvement is a forte.

Respectful and positive partnerships with parents, carers and the community ensures that the school is well positioned to provide quality programs for students in a happy, safe and tolerant learning environment.

The school is a proud member of the Wadalba Schools Learning Community, a group of local schools focused on providing quality K-12 education.

## School planning process


A variety of measures were employed to consult with staff, students and parents to develop the 2015-2017 school plan. The process included developing a vision and strategic directions based on the values considered most important to our school community. 124 parents, all staff and 150 students participated in the consultation process via surveys, forums, evaluations and meetings. All stakeholders, parents, staff and students were invited to provide feedback on what makes an excellent school, things we do well, areas we can improve and the values we teach.

Staff evaluated current programs and practices to inform continued school improvement. Effective programs have been retained and new initiatives have been planned. NAPLAN, L3, PLAN data and school based assessment is used by teachers to assess strengths and weaknesses as part of the planning processes.

Staff teams examined school practices to align with current Department directions and initiatives, including Aboriginal Education, GreatTeaching Inspired Learning, Every Student Every School, Local Schools Local Decisions and the School Excellence Framework.

From this information and process, three strategic directions were developed, refined and evaluated to ensure they most effectively addressed our students' learning needs.

# School strategic directions 2015-2017



## STRATEGIC DIRECTION 1

Quality Curriculum

### Purpose:

To implement new NSW Syllabuses for the Australian Curriculum in a timely and effective way, using evidence-based teaching practices for 21st century learners.



## STRATEGIC DIRECTION 2

Quality Teaching and  
Leadership

### Purpose:

To develop our capabilities as learners, teachers and leaders through focused, collaborative, evidence-based professional learning and reflective practice at an individual and collective level.



## STRATEGIC DIRECTION 3

Personalised Learning  
Progressions

### Purpose:

To provide high quality, equitable, personalised and differentiated learning that enables every student to reach his / her full potential, strive for excellence and achieve personal best.

# Strategic Direction 1: Quality Curriculum

Purpose	People	Processes	Practices and Products
To implement new NSW Syllabuses for the Australian Curriculum in a timely and effective way, using evidence-based teaching practices for 21st century learners.	<b>Staff</b> <p>School wide systems and structures will support teachers to use new and existing syllabus outcomes, content, concepts, skills and understandings to plan, implement and evaluate learning programs and lessons.</p>	<b>New Syllabus Implementation</b> <p>Provide professional learning, facilitate collaborative practice and ensure support for teachers to Implement new syllabuses for English, maths, history, geography and science according to BOSTES timelines.</p>	<b>Practices</b> <p>Focus on Reading pedagogy and strategies are embedded within rigorous, explicit and systematic reading programs K-6.</p>
<b>Improvement Measures</b> <p>100% of teachers are implementing whole school scope and sequence for the new syllabuses in history, science and geography.</p>	<b>Leaders</b> <p>The leadership team will lead the implementation of new syllabuses and support teachers to turn theory into practice.</p>	<b>Literacy and Numeracy Strategy</b> <p>Initiate, implement and embed Focus on Reading pedagogy K-6 (2015-2017). Introduce Mathematics Building Blocks for Numeracy to support mathematical pedagogy (2017-).</p>	<p>Teachers use current and new syllabus documents to design learning experiences of high intellectual quality and significance to students.</p>
<p>100% of teachers have completed the necessary training to implement Focus on Reading practices and pedagogy.</p>	<b>Staff</b> <p>Teachers will complete targeted professional learning programs to support explicit teaching for students at the point of need for literacy and numeracy - Focus on Reading (2015-2017) and Mathematics Building Blocks for Numeracy (2017).</p>	<b>Premier's Priorities</b> <p>Plan and implement a Woongarrah Bump It Up strategy 2016-2019 to address the Premier's Priorities for Reading and Numeracy.</p>	<p>Students are engaged in scientific, historical and geographical inquiry.</p>
<p>Increased proportion of students in the top two NAPLAN bands in reading and numeracy from 31% in 2016 to 35% by 2019.</p>	<b>Students</b> <p>Students will engage in historical, geographic and scientific inquiry to sequentially develop knowledge, skills and understandings across key learning areas.</p>	<b>Extra Curricula Opportunities</b> <p>Provide extra-curricula opportunities that are significant, support student development and are aligned to the school's vision, values and priorities.</p>	<b>Products</b> <p>A school scope and sequence plan with units of work for history, science and geography.</p>
<p>A comprehensive program of extra-curricula activities for students is provided.</p>	<b>Parents/Carers</b> <p>Provide parents and carers with knowledge of new syllabuses, school programs, the learning progress of their children and ways to support them to learn (refer to Strategic Direction 3).</p>	<b>Evaluation Plan</b> <p>This plan will be monitored against the milestones every five weeks by the leadership team and once per semester by all staff.</p>	<p>75% of students in K-6 achieve expected growth in reading comprehension on the literacy continuum.</p>
			<p>Increased proportion of students in the top two NAPLAN bands in reading and numeracy from 31% to 35% by 2019.</p>
			<p>A comprehensive program of extra-curricula activities for students.</p>

# Strategic Direction 2: Quality Teaching and Leadership

Purpose	People	Processes	Practices and Products
To develop our capabilities as learners, teachers and leaders through focused, collaborative, evidence-based professional learning and reflective practice at an individual and collective level.	<b>Staff</b>  Teachers will set goals, self-reflect and take responsibility for maintaining accreditation and identifying their own professional development needs.	<b>Performance and Development</b>  Initiate, implement and embed the Performance and Development Framework for teaching (2015-2017) and non-teaching (2017) staff, including school wide observation practices and procedures.	<b>Practices</b>  Teacher learning and performance management and development is explicitly linked to the <i>Australian Professional Standards for Teachers</i> and the <i>Performance and Development Framework</i> .
Improvement Measures	<b>Leaders</b>  Support the professional learning of all staff at all levels of their career within school and beyond.	<b>School Excellence</b>  Engagement with the School Excellence Framework to assess learning, teaching and leading practice for continual school improvement.	School wide systems for classroom observation, the modelling of effective practice and feedback drive and sustain ongoing school-wide improvement in teaching practice.
Evaluation of professional goals as articulated in Performance Development Plans will indicate success in moving towards or achieving superior standards of practice.	<b>Leaders</b>  Demonstrate instructional leadership, promoting and modelling effective, evidence-based practice	<b>Accreditation and Leadership</b>  Targeted programs to support teachers requiring accreditation, aspiring and current leaders, and teachers experiencing difficulty.	Teacher learning and performance is focused on the needs of students and the priorities of the school. Supportive processes ensure that all staff are supported at all levels of their career through a structured cycle of performance and development.
All teachers undertaking accreditation are successful in completing or maintaining the process.	<b>Community Partners</b>  Shared professional learning across the Wadalba Schools Learning Community to support student and staff learning.	<b>Evaluation Plan</b>  This plan will be monitored against the milestones every five weeks by the leadership team. <b>Evaluation sources:</b> <ul style="list-style-type: none"> <li>Classroom observations</li> <li>Visit Other Teacher reflections - VOTs</li> <li>Performance Development Plans</li> <li>Internal surveys</li> <li>MyPL records and evaluations</li> <li>Accreditation Reports</li> </ul>	<b>Products</b>  100% of teachers meet Australian Professional Standards for Teachers with effective processes to support and enable achievement at Proficient, Highly Accomplished, Lead or executive positions.
100% of staff participate in lesson observations.	<b>Staff</b>  Teachers will understand that the purpose of performance development is to support the ongoing improvement of student learning outcomes and use data on a regular basis to monitor the effectiveness of their own efforts.		Evaluation of professional goals as articulated in Performance Development Plans will indicate success in moving towards or achieving superior standards of practice.
	<b>Staff</b>  Teachers take part in regular lesson observations with supervisors and colleagues.		All teachers undertaking accreditation are successful in completing or maintaining the process.

# Strategic Direction 3: Personalised Learning Progressions

## Purpose

To provide high quality, equitable, personalised and differentiated learning that enables every student to reach his / her full potential, strive for excellence and achieve personal best.

## Improvement Measures

Nationally Consistent Collection of Data process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.

PLAN data demonstrates the progress of each student with one year's growth for one years learning across the literacy and numeracy continuums.

## People

### Students

Students take responsibility for their learning. They reflect on their progress, set goals and actively engage with feedback to plan their learning.

### Staff

Understand how to differentiate the curriculum by assessing data, assessing for and of learning, providing relevant feedback and making program, lesson and assessment modifications and adjustments to accommodate the diverse learning needs of students.

### Parents/Carers

Practices are embedded for parents and carers to be engaged in and understand new syllabus, school programs, the learning progress of their children and how they can support learning.

### Leaders

The leadership team will build capacity and support colleagues in data skills and use, driving evidence based practice and delivering a differentiated curriculum.

## Processes

### Learning Support Program

Provide a coordinated package of intervention and support for student learning and wellbeing via the school Learning and Support Team.

### Data Skills and Use

Build the collective capacity of teachers to use data to monitor achievement and gaps, determine teaching directions, engage students in their own learning progressions along the literacy and numeracy continuums and gauge effectiveness.

### Partnerships in Learning

Provide a coordinated program of information sessions, newsletters, features, events, activities and meetings for parents / carers to strengthen genuine partnership in learning between home and school.

## Evaluation Plan

This plan will be regularly monitored by the executive and Learning Support Team.

### Evaluation Sources:

- NCCD, IEP and PLP records
- Community Engagement Matrix
- Event attendance / participation rates
- Partners in Learning survey
- Internal school performance data
- PLAN, SMART, SEF and A-E data

## Practices and Products

### Practices

Customised support is provided through targeted equity funding for disability, Aboriginality, English language proficiency and socio-economic background.

Teaching, learning and intervention across the school is evidence-based, data driven and differentiated to meet the needs of students.

Personalised learning progressions, pathways and plans are collaboratively developed and regularly monitored.

Parents and carers have an understanding of what their children are learning and receive regular information to support student progression to the next level.

### Products

Nationally Consistent Collection of Data process shows that the learning needs of all students with a disability are accommodated, documented and communicated to parents.

100% of Aboriginal students have a Personalised Learning Plan developed in consultation with parents / carers.

Performance for equity groups within the school is comparable to the performance of all groups within the school.

Students demonstrate expected growth across the literacy and numeracy continuums relevant to expected time frames.