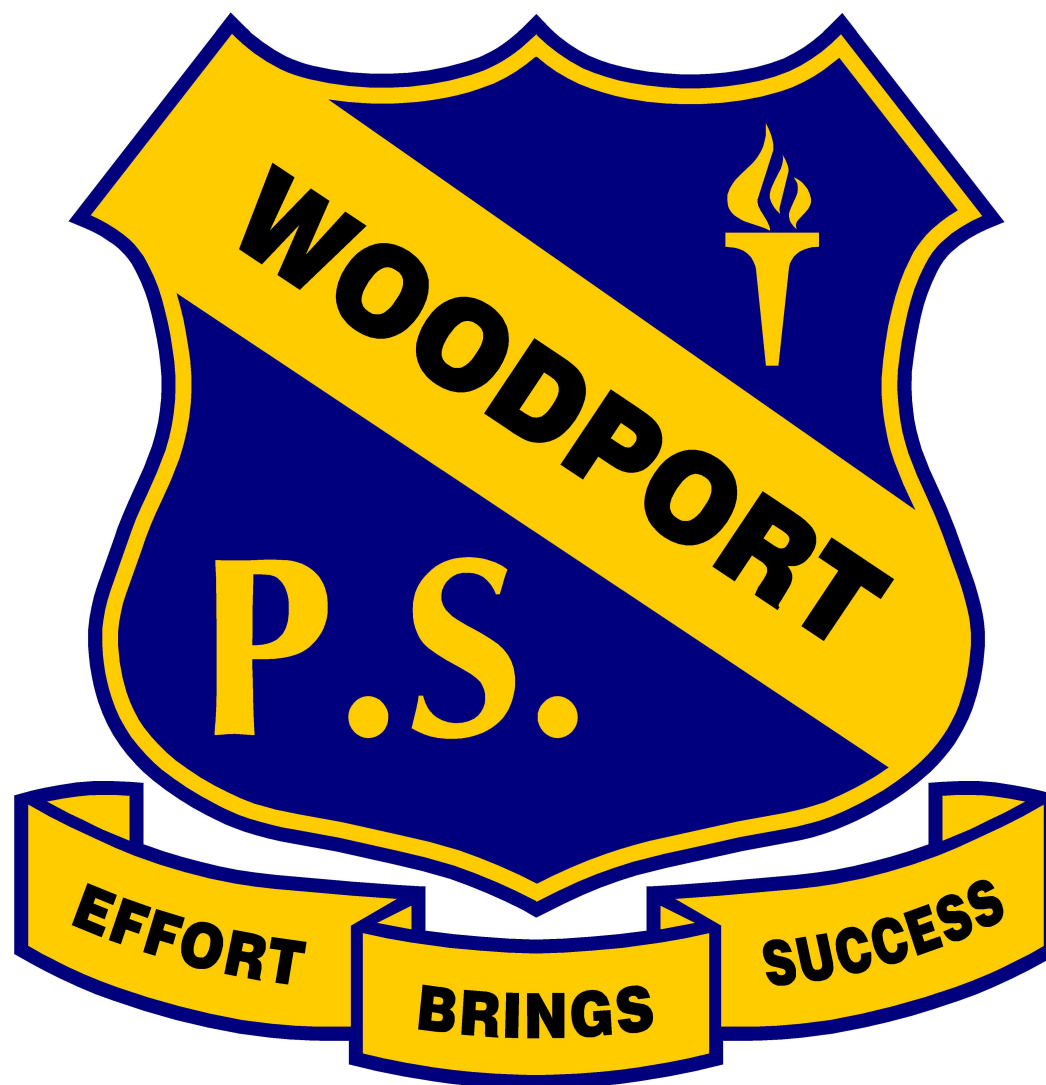


School plan 2018-2020

Woodport Public School 1857



School background 2018–2020

School vision statement

Woodport Public School's learning community is committed to nurturing productive and successful citizens of the future in a safe and stimulating learning environment. Students at Woodport value learning and respect the rights of themselves and others.

School context

Woodport Public School is a comprehensive primary school with 417 students including 14 Aboriginal & Torres Strait Islander students (3%) and 61 students with English as an Additional Language (EALD) (15%). It is located on the Central Coast Highway, with Erina High School directly opposite. The school has strong links to Erina High School and each school within the Erina Learning Community (ELC).

The school population comes from a diverse range of backgrounds. The school receives School based Allocation Resource (SBAR) funding for key initiative and implements a number of teaching programs including Language, Learning and Literacy (L3) and Focus on Reading (FoR). The school enjoys a strong partnership with our very supportive P&C, the Tjudibaring Local AECG and the community is actively involved in supporting a wide range of school programs and events. With a focus on the 'whole child', Woodport Public School offers a range of extra curricula activities such as the student representative council, band, dance, choir, sporting programs, public speaking and drama which are valued by our school community through their active involvement and support.

Woodport Public School values and develops links between academic achievement, students' wellbeing and emotional and physical programs such as Positive Behaviour for Learning (PBL) and You Can Do It. We aim to provide high quality educational opportunities for each and every child with a strong focus on literacy and numeracy whilst integrating meaningful technology to support learning.

The school ensures staff has access to a broad range of resources and professional development opportunities to build teacher skills so they can provide a stimulating and challenging learning environment for all students.

We celebrate students' strengths and reinforce our school motto on a daily basis that *Effort Brings Success*.

School planning process

To begin the process we:

- held focus group discussions with community members
- evaluated the school plan 2015 – 2017 with students, staff and parents
- surveyed students, teachers and parents to gain feedback on school practice and future vision for the school
- reviewed school documentation
- analysed a range of internal and external data such as PLAN, NAPLAN, Literacy and Numeracy continuums and School Based Assessments

Once all the data was gathered in consultation with the staff and the community we:

- reviewed all the information
- held an executive planning day and worked alongside a Principal, School Leadership (PSL)
- developed our school's vision and three strategic directions
- presented the plan to the school community for consultation
- consulted the Tjudibaring Local AECG during the process

Over 150 parents and community members, 27 staff members and 90 students engaged in the School Planning consultation process.

Our school plan was also shaped by our consideration of key DoE reforms including the School Excellence Framework V2, the Australian Professional Teaching Standards, Literacy and Numeracy 2017–2020 Plan and include the Premier's Priorities.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Literacy and
Numeracy

Purpose:

The school has a quality learning culture in which staff are delivering effective, evidence based teaching practices to ensure the students' educational needs are supported and enriched.

Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Planning Reporting & Implementation

STRATEGIC DIRECTION 2

Wellbeing of all

Purpose:

The school has an inclusive framework to support the wellbeing of all students and staff, enabling them to connect, succeed, thrive and become confident lifelong learners.

Learning – Learning Culture, Wellbeing

Teaching – Effective Classroom Practice, Professional Standards

Leading – Educational Leadership, School Planning Reporting & Implementation, School Resources, Management Practices and Processes

STRATEGIC DIRECTION 3

Future Focused Learning

Purpose:

To ensure optimum learning takes place with teachers displaying contemporary content knowledge and employing innovative teaching practices. To support a culture of high expectations and the pursuit of excellence.

Learning – Learning Culture, Curriculum

Teaching – Professional Standards, Learning and Development

Leading – Educational Leadership, School Planning Reporting & Implementation, School Resources

Strategic Direction 1: Excellence in Literacy and Numeracy

Purpose	People	Processes	Practices and Products
<p>The school has a quality learning culture in which staff are delivering effective, evidence based teaching practices to ensure the students' educational needs are supported and enriched.</p> <p>Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures</p> <p>Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development</p> <p>Leading – Educational Leadership, School Planning Reporting & Implementation</p>	<p>Students</p> <p>Build skills to self-assess and set goals to improve their learning and provide feedback to teachers to drive future learning directions.</p> <p>Staff</p> <p>Understand the need to embed best practice in literacy and numeracy opportunities to cater for the range of different learning needs.</p> <p>Leaders</p> <p>Value a coordinated approach to literacy and numeracy to improve teacher practice and student engagement.</p> <p>Parents/Carers</p> <p>Understand the importance of effective literacy and numeracy practices and value their skills to assist their child as they progress throughout their school career.</p> <p>Community Partners</p> <p>Value the opportunities to work collaboratively and consultatively with each other, including the AECG, Erina Learning Community, local preschools and interagencies to support literacy and numeracy within the school and home environment.</p>	<p>Implement and embed high quality literacy practices across the curriculum.</p> <p>Develop, implement and embed high quality numeracy practices.</p> <p>Evaluation Plan</p> <p>Classroom observations</p> <p>Differentiated lesson plans and teaching programs</p> <p>Internal and external data including PLAN/ Learning Progressions data, NAPLAN</p> <p>Organisational evidence including timetables, calendars, meeting minutes and agendas</p>	<p>Practices</p> <p>Data analysis and collaborative planning time is used to track student progress and develop differentiated teaching and learning programs.</p> <p>Every student has opportunities to articulate their learning goals and provide teachers with feedback to ensure their academic growth.</p> <p>ELC networks provide learning opportunities and build capacity for teaching, learning and leadership practices for teachers, students and leaders.</p> <p>Products</p> <p>Streamlined K–6 Literacy program and assessment tools are data based, cater for individual student learning needs and are driven by program review and student work samples.</p> <p>Streamlined K–6 Numeracy program and assessment tools are data based, cater for individual student learning needs and are driven by program review and student work samples.</p> <p>Individual learning goals for each student are identified in a goal booklet and in their PLP or IEP, as appropriate.</p>
Improvement Measures			
90% of students will be reading at the following levels; Kinder – 8, Year 1 – 18 and Year 2 – 26.			
Increase Year 3, 5 and 7 students in the top two skill bands for NAPLAN Reading by 2020 by 10% to 51%, 45% and 40% respectively. Increase Year 3, 5 and 7 students in the top two skill bands for NAPLAN Numeracy by 2020 by 10% to 60%, 41% and 33% respectively (Baseline 3 year rolling average 2015–2017).			
Increase Year 3, 5 and 7 Aboriginal students in the top two skill bands for NAPLAN Reading and Numeracy by 2020 to match or exceed the broader population (Baseline 3 year rolling average 2015–2017, not significant for Year 3 and 7, Year 5 27% and 18% Reading and Numeracy).			

Strategic Direction 2: Wellbeing of all

Purpose	People	Processes	Practices and Products
<p>The school has an inclusive framework to support the wellbeing of all students and staff, enabling them to connect, succeed, thrive and become confident lifelong learners.</p> <p>Learning – Learning Culture, Wellbeing</p> <p>Teaching – Effective Classroom Practice, Professional Standards</p> <p>Leading – Educational Leadership, School Planning Reporting & Implementation, School Resources, Management Practices and Processes</p>	<p>Students</p> <p>Understand the importance of being safe, respectful learners in the classroom and in the playground.</p> <p>Staff</p> <p>Understand the importance of building a rapport with students and have the skills to implement structures to ensure the well being of all students.</p> <p>Value opportunities to work collaboratively to create and maintain professional learning goals.</p> <p>Leaders</p> <p>Build the skills and systems to support staff in the management of the wellbeing of students.</p> <p>Value structures to enable staff to work collaboratively to support the wellbeing of students and the learning of all.</p> <p>Parents/Carers</p> <p>Value opportunities to build their skills and knowledge to engage in the planning and support processes aimed to assist their child in their educational pathways.</p> <p>Community Partners</p> <p>Value their role to support student wellbeing and school initiatives, including with interagencies, the Erina Learning Community and support for Aboriginal students in consultation with the LAECG.</p>	<p>Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.</p> <p>Develop and implement a framework to enhance professional standards, incorporating professional learning and formal mentoring to increase staff confidence and competencies, as well as to develop leadership skills.</p> <p>Evaluation Plan</p> <p>Attendance rates (SEF reports and other attendance data)</p> <p>Participation rates in Transition to School/Orientation days</p> <p>Tell Them From Me Surveys</p> <p>Growth Data from NAPLAN</p>	<p>Practices</p> <p>A shared, school-wide responsibility for the wellbeing of all students, where every student is known, valued and cared for in our school.</p> <p>Every teacher takes personal responsibility for their own learning, meeting the Professional Standards.</p> <p>Products</p> <p>Structured well-being processes under the PBL framework, including classroom and playground systems are consistently implemented.</p> <p>Teachers develop and maintain an authentic PDP with aspirational professional learning goals, aligned with the Australian Professional Standards.</p> <p>A cohesive school team, with enhanced staff and leadership capacity, supported by professional learning and mentoring/coaching opportunities, work collaboratively within the school and across the ELC.</p>
Improvement Measures			
<p>An increase in student growth from Year 3 to Year 5 to 60% and Year 5 and Year 7 to 70% in Reading. (Baseline 3 year rolling average 2015– 2017 44.7% and 59.2% respectively)</p> <p>An increase in student growth from Year 3 to Year 5 to 70% and Year 5 and Year 7 to 70% in Numeracy. (Baseline 3 year rolling average 2015– 2017 64.4% and 63% respectively)</p> <p>NAPLAN Value Added across Years 3–5 increases to Sustaining and Growing and Years 5–7 maintained at Sustaining and Growing</p> <p>Students exceed the NSW Government Norm with Positive Sense of Belonging (Baseline – 81% for School and State in 2017 Tell Them From Me, Student Engagement survey)</p>			

Strategic Direction 3: Future Focused Learning

Purpose

To ensure optimum learning takes place with teachers displaying contemporary content knowledge and employing innovative teaching practices. To support a culture of high expectations and the pursuit of excellence.

Learning – Learning Culture, Curriculum

Teaching – Professional Standards, Learning and Development

Leading – Educational Leadership, School Planning Reporting & Implementation, School Resources

Improvement Measures

Eight Drivers of learning Technology increases to meet the NSW Government Norm (Baseline – 5.7 for School compared to 6.7 for State on the 2017 TTFM teacher survey)

Students meet the NSW Government Norm with Interest and Motivation (Baseline – School 70% and State 78% in 2017 Tell Them From Me, Student Engagement survey)

People

Students

Have the capacity to use computers and other interactive technology to plan for and engage in learning opportunities

Staff

Understand the importance of using an increased repertoire of innovative teaching strategies and share their expertise within their school and the ELC, as appropriate.

Leaders

Understand the need to facilitate a coordinated approach for the utilisation of learning spaces and technology, supported by the allocation of needs-based professional learning for all staff.

Parents/Carers

Value the opportunities to participate in and share expertise around technology to support future focused learning and to increase connections between learning at home and school.

Community Partners

Recognise that they need to support teachers with future focused learning and value opportunities to support schools to expertly integrate technology into the school environment.

Processes

Investigate, adapt and implement enquiry based teaching practices.

Implement a whole school integrated approach to learning where students can be creative and critical thinkers in a flexible learning environment.

Evaluation Plan

Learning environment audit

Lesson plans/teaching programs

Evaluation of Professional learning and logs

Surveys with students, parents/carers and teachers

Practices and Products

Practices

Students are engaged in their learning to increase their understandings, solve problems and construct new knowledge

Teachers utilise flexible learning spaces and interactive technology to meet the learning needs of every student.

ELC networks for leaders, teachers and students provide professional learning and build capacity for future focused learning practices.

Products

Technology and future focused learning goals are identified by each student in a goal booklet and in their PLP or IEP, as appropriate.

Quality teaching programs are underpinned by a whole school scope and sequence, that incorporate future focused, enquiry based learning, and creative and critical thinking.