

School plan 2018-2020

Warrawong Public School 3104



School background 2018–2020

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, effective 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 with a Family Occupation Education Index (FOEI) 174.

Current enrolment is 293 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. The school is an active member of the Warrawong Community of Schools which operates programs such as the school permaculture garden, transition from Stage 3 to Stage 4, High school links and Teacher Professional Learning programs.

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 Phase Two (EAfS) initiative. As an EAfS school we are provided with an Instructional Leader to ensure best practice and to monitor the performance of each student K–3. The school co-funds an interventionist teacher and in 2018 will fund a 3–6 Instructional Leader.

School planning process

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

In 2016 the school underwent the external validation process where all programs, processes and systems were reviewed. Extensive consultation with staff, students and school community was conducted as part of this process. From this process areas for improvement in learning, teaching and leading were identified as future targets for school planning.

In 2017, feedback was sought from staff, students and the school community as to the relevance of these targets identified for future school planning.

The School Leadership Team compiled the final draft plans.

Final ratification and endorsement has been gained from a formal P & C meeting.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Leading School Culture

Purpose:

To foster a school wide culture of excellence through strengthening and streamlining operational systems and developing the leadership capacity of staff and students in order to support a collective responsibility for student learning and success. School wide practices are consistently implemented through collaboration and a shared vision of excellence.

STRATEGIC DIRECTION 2 Wellbeing, citizenship and community collaboration

Purpose:

To foster positive, complementary and collaborative relationships between students, teachers and community members to underpin a productive learning environment.

Build the collective capacity of the school community in order to make strategic decisions resulting in sustained and measurable whole school improvement.

Continue to develop responsible, positive and resilient global citizens who fulfil their full potential.

STRATEGIC DIRECTION 3 Quality teaching and effective learners

Purpose:

To provide differentiated quality learning experiences through innovative curriculum delivery and evidenced based teaching practices empowering students to become effective, resilient, self motivated and creative lifelong learners.

Students develop effective literacy and numeracy skills through informed pedagogy and a collaborative approach.

Strategic Direction 1: Leading School Culture

Purpose	People	Processes	Practices and Products
<p>To foster a school wide culture of excellence through strengthening and streamlining operational systems and developing the leadership capacity of staff and students in order to support a collective responsibility for student learning and success. School wide practices are consistently implemented through collaboration and a shared vision of excellence.</p>	<p>Students</p> <p>Students are involved in the decision making within their school community and are given a platform to voice their opinions about how the school community can better support them in their learning.</p> <p>Staff</p> <p>Staff develop their capacity in alignment with their PDP goals by engaging in opportunities for Professional Development and leadership</p> <p>Parents/Carers</p> <p>Parents support opportunities provided to their children within school community.</p> <p>Leaders</p> <p>Continue to build purposeful leadership roles for staff based on professional expertise and aspirations</p>	<p>Consolidation of Warrawong Public School culture.</p> <p>Define What we teach, How we teach, How effective was the teaching. To standardise school wide practice.</p> <p>Personalised Professional Learning and Leadership</p> <p>PDP driven professional learning and leadership opportunities in line with the Australian Professional Standards for Teachers</p> <p>Student Leadership opportunities</p> <p>Student voice is routinely sought and recognised with practical implementation opportunities</p> <p>Evaluation Plan</p> <p>Thorough induction process in place.</p> <p>Mapping against standards at PDP meetings. Data collated and measured.</p> <p>Data collection and measurement against student leadership opportunities.</p>	<p>Practices</p> <p>Teachers are aware of Induction document and use it. Practice is standardised across the school</p> <p>Product</p> <p>100% of teachers will be engaged in accreditation, maintenance and leadership processes using the Australian Professional Standards for Teachers</p> <p>Students regularly, through systematic practices, are given the opportunity to voice their opinions and affect school practice.</p> <p>Products</p> <p>100% of teachers share a culture of excellence in teaching</p> <p>100% of teachers will have a performance and development plan linked to school priorities and the teaching standards</p> <p>Develop authentic Student Leadership opportunities.</p>
Improvement Measures			
<p>By December 2020 the school has developed, implemented and embedded policy and processes Induction document that is used school wide to standardise practice in all KLA's and areas of school administration.</p>			
<p>Increase in staff undertaking leadership roles and responsibilities and 100% of staff participating in professional learning opportunities linked with PDPs and Australian Professional Standards for Teachers.</p>			
<p>An increase in leadership opportunities for students through the student leadership team and Student Representative Council programs.</p>			

Strategic Direction 2: Wellbeing, citizenship and community collaboration

Purpose	People	Processes	Practices and Products
<p>To foster positive, complementary and collaborative relationships between students, teachers and community members to underpin a productive learning environment.</p> <p>Build the collective capacity of the school community in order to make strategic decisions resulting in sustained and measurable whole school improvement.</p> <p>Continue to develop responsible, positive and resilient global citizens who fulfil their full potential.</p>	<p>Students</p> <p>Feel valued and supported. They are supported through consistent language and explicit teaching of positive behaviour to self-regulate their emotions and succeed in learning.</p> <p>Staff</p> <p>Feel valued and supported, they are supported in understanding the need to create a positive rapport with students and create a welcoming safe and secure learning</p> <p>Parents/Carers</p> <p>School expectations are communicated with parents and caregivers to develop shared understanding. The school supports parents and caregivers to access community agencies that address family needs. Parent volunteers working alongside teachers to support student learning. Sharing of parent's skills and expertise within the school community.</p> <p>Leaders</p> <p>Place student well being and school innovation as an important and critical part of school culture.</p>	<p>Community Collaboration and Capacity Building</p> <p>Develop and strengthen processes to allow for programs such as Community Hub, PATCH, P & C, UOW, School Chaplain, to become part of the school culture.</p> <p>Student Engagement and Wellbeing</p> <p>To establish a consistent approach to current wellbeing and engagement programs already existing in the school focusing on resilience approach to student achievement and community engagement.</p> <p>Citizenship</p> <p>Develop a school culture that reflects a sense of belonging to and pride in Warrawong Public School and its wider community.</p> <p>Evaluation Plan</p> <p>Measure attendance rates at Hub and programs offered.</p> <p>Measure attendance rates at Learning Conversations.</p> <p>Tell them from Me survey. Number of parents completing as well as tailoring to suit our Effective Learner Strategy.</p>	<p>Practices</p> <p>Parents are actively using the Community Hub. A noticeable increase in parent involvement within the school.</p> <p>Relationships between all stakeholders are valued and nurtured in alignment with our core PBL values.</p> <p>Wellbeing programs are aligned with a data-based K-6 focus on student resilience and belonging. Fostering school pride and community involvement is a functional component of all committees.</p> <p>Products</p> <p>The establishment of the Community Hub as a place for parents to engage with the school. Establishing stronger relationships with all stakeholders in the school community.</p> <p>Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.</p> <p>School evaluations indicate that community support for the school is strong, supportive and WPS is an important part of the local community.</p>
Improvement Measures			
<p>By December 2020 the school has established a successful community hub that is utilised by parents to engage with the school. Measure attendance rates at Hub and programs offered.</p> <p>Parent attendance at learning conversations is increased to 75% attendance.</p> <p>Increase in the number of parents completing the annual Tell Them From Me school survey</p> <p>An increase in collaboration between school and community through joint participation in decision making. Tell them from Me</p>			

Strategic Direction 3: Quality teaching and effective learners

Purpose	People	Processes	Practices and Products
<p>To provide differentiated quality learning experiences through innovative curriculum delivery and evidenced based teaching practices empowering students to become effective, resilient, self motivated and creative lifelong learners.</p> <p>Students develop effective literacy and numeracy skills through informed pedagogy and a collaborative approach.</p>	<p>Students</p> <p>Articulate how they learn, why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their personal learning goals.</p> <p>Students reflect on their learning and are provided with regular, authentic feedback.</p> <p>Staff</p> <p>To engage in professional learning to apply research and evidence based pedagogy that will support excellence in practice.</p> <p>Staff will value collaborative practice and differentiate their teaching using informed data.</p> <p>Parents/Carers</p> <p>Build parent capacity to be engaged in their students learning, to understand what their children are learning and how they can support their learning at school and at home.</p> <p>Leaders</p> <p>Establish structures and processes to identify and monitor student learning needs. Support high quality curriculum implementation and assessment through</p>	<p>Visible Learners</p> <p>Further embed a consistent, systematic whole school approach to visible learning ensuring effective learners and a common language across the school community.</p> <p>Whole school collaborative practices</p> <p>Develop and implement collaborative processes for consistency in teacher judgement in Literacy and Numeracy as well as internal assessment guided by instructional leadership. Development of Early Action for Success (EAfS) strategies across the whole school to support teaching practices in literacy and numeracy. Promote the delivery of high quality teaching and assessment practice underpinned by syllabus documents and the Australian Literacy and Numeracy Learning Progressions.</p> <p>Evidence based pedagogy</p> <p>Develop and consolidate a whole school approach underpinned by evidence based teaching methods to optimise learning progress for all students across a full range of abilities</p> <p>Higher order thinking skills are embedded and become a valued approach to future focused learning.</p> <p>Student assessment data is used school wide to identify school achievements and</p>	<p>Practices</p> <p>School community is actively using the language of Visible Learning.</p> <p>Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions in a 5 weekly cycle.</p> <p>Teachers use current research to inform and reflect upon their teaching practice.</p> <p>Products</p> <p>Embed a common language across the school community for visible learning where students can identify the attributes of an effective learner and demonstrate resilience in their learning.</p> <p>Consistent approach to collaboration days throughout the school focusing on consistent teacher judgement, data informed planning and differentiation of learning in the classroom. 100% of teachers are using PLAN2 and internal assessment processes to track and monitor student progress.</p> <p>Systems are embedded where teachers make informed and consistent judgements about teaching practice based on deep knowledge and understanding of current educational research.</p>
Improvement Measures			
By December 2020 all students can articulate what an effective learner is and routinely model the behaviours			
100% of teachers are using data to differentiate teaching and learning for individual students.			
The majority of students demonstrate expected growth per semester across the Australian Literacy and Numeracy Progressions.			

Strategic Direction 3: Quality teaching and effective learners

People

deliberate and strategic decision making.

Processes

progress in order to reflect on teaching effectiveness.

Evaluation Plan

Video and interview students with Effective Learner in focus.

Data is monitored and teaching and Learning plans created during 5 weekly cycles during Collaboration Meetings. Supervisors to gather data.