

# School plan 2018-2020

## Waitara Public School 3334



# School background 2018–2020

## School vision statement

Waitara Public School ensures every student is known, valued and cared for. It is an innovative, vibrant and engaged school community committed to delivering rich, inclusive learning in a nurturing environment. Our aim is for students to be resilient, successful, creative independent thinkers who challenge themselves and inspire others, embodying a genuine passion for lifelong learning through equity and excellence in education.

## School context

Waitara Public School is a growing school in the Hornsby School Education Area. There are approximately 950 students enrolled from Kindergarten to Year 6, including two Opportunity Classes. The school will be undertaking an upgrade of core facilities. This is a two year program. Students come from diverse language backgrounds with approximately 85% from language backgrounds other than English. There are 52 cultures represented within the school community, with Chinese, Indian, Korean and Sri Lankan the predominate groups.

There are approximately 60 school based personnel including executive staff, classroom teachers, specialist teachers, EAL/D, full time ICT coordinator, Teacher Librarian, School Counsellor, School Learning Support Officers, administrative staff and a general assistant.

Student achievements in NAPLAN assessments are outstanding, with a large percentage of students achieving in the top two bands in all areas.

School staff is enthusiastic and highly committed. The school enjoys a good mix of enthusiastic young teachers supported by highly skilled, experienced colleagues. A strong commitment to teacher professional learning is evident across all teaching teams. Staff are collegial and supportive.

Waitara is equipped to support 21st Century learners with a strong technology infrastructure that allows all students access to wireless hubs with a selection of devices. A continued focus will be staff professional development to increase ICT competency, differentiating the curriculum, Assessment and Social Emotional Learning.

## School planning process

A key component in delivering the Plan was the active community engagement process. In developing this plan the school involved the entire school community from the outset. This approach saw an extensive consultation process build the plan from the ground up.

The school recognises that the depth and detail of information offered by a wide range of members of the school community has enabled a comprehensive picture of our strategic direction to be created. The detailed reports from all workshops and surveys will be retained and remain available for reference during the life of the Plan, while progress will be regularly reported to the school community. The plan has been developed to set the roadmap for the next three years in the life of our school. During executive planning days, the workshops generated much discussion and interaction whilst looking at past data, the present situation and the future aspirations of the school. Staff workshop deliberations were then compiled into an unedited report which captured the thoughts and ideas of the workshop participants.

The community engagement officer was utilised to draw on the needs of our multicultural community and research was conducted by students through Macquarie University's social science internship program. All data was then analysed and used by a team of executive and staff members to compile the final plan.

Our consultation process involved:

- I. clarifying the focus or content of a plan with P&C and other parent groups;
- II. determining the effectiveness of prior teaching and learning adjustments; and
- III. making valid judgements about student progress or achievement through data analysis.

We believe the Strategic Plan is exciting, contemporary, reflective of our needs and, above all, achievable. The Plan establishes the community's vision for Waitara's future and

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its aspirations and learning expectations. It drives the development of action plans, resourcing and supporting strategies.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Engaged Learners

### Purpose:

Learners who are highly engaged, resourceful, reflective and resilient citizens.

To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future – focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive and resilient citizens.

## STRATEGIC DIRECTION 2 Future Focused Teachers and Leaders

### Purpose:

Innovative, collaborative and future focused teachers and leaders demonstrate a high standard of professional educational practice and develop a shared understanding and utilisation of open, flexible and contemporary learning spaces.

To create a culture where all staff meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As future focused educators we model reflective practice and seek to build our leadership capacity for the benefit of all. Contemporary classrooms require a shift in pedagogy, with a focus on differentiation for excellence in order to meet the changing needs of our students.

## STRATEGIC DIRECTION 3 Active Community Partnerships

### Purpose:

Empowered, engaged and mutually respectful multicultural community.

By leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices we will further develop the value of active partnerships within our multicultural community. This will be based on mutual respect and understanding with strong student, staff and parental engagement across all facets of school life.

# Strategic Direction 1: Engaged Learners

## Purpose

Learners who are highly engaged, resourceful, reflective and resilient citizens.

To provide an authentic learning environment that enables all students to be actively engaged in meaningful, challenging and future – focused learning experiences, in order to achieve and thrive as learners, leaders and responsible, productive and resilient citizens.

## Improvement Measures

NAPLAN literacy and numeracy – 2018 results.

80% of all students achieve their expected progression on the Literacy and Numeracy Learning Intentions.

TTFM surveys of student, staff and parents reflect growth with a focus on Teaching and Wellbeing.

Student voice is evident in authentic school based assessments.

Surveys reflect parental support of initiatives towards the development of their children's confidence and resilience following the introduction of the Social and Emotional Learning (SEL) program

## People

### People

#### Students:

Understand the need to become active participants in their own learning, focusing on independent projects and developing their own voice

Understand the relevance and purpose of their learning experiences using The 6 C's of Education.

#### Staff:

Understand and implement The 6 C's of Education.

Understand differentiated approaches to curriculum development, delivery and assessment.

Develop the knowledge, understanding and skills of all students, using evidence-based learning through effective teaching practices.

#### Parents:

Feel connected and valued in a changing teaching and learning environment.

Parents are involved in active partnerships within the whole school community.

## Processes

All staff actively participate in ongoing professional development in differentiating learning, project based learning, student voice and The 6 C's of Education with a particular focus on reading and number.

All students set goals through the processes of reflection, self-assessment and feedback strategies.

Establish a whole school Social and Emotional Learning Framework – 'Second Steps.'

## Evaluation Plan

Use the TTFM and school based surveys to evaluate the needs of students, staff and parents.

Monitoring teaching and learning programs aligned to curriculum standards.

Analysis of internal and external school based assessment data, including NAPLAN and stage assessment.

Implementation of differentiated assessment practices incorporating student voice and choice.

Develop targeted programs to address student learning needs.

Student evaluations and self-reflections embedded in teaching and learning program.

## Practices and Products

### Practices

#### Students

All students are involved in their learning and decision making through a continuing whole school commitment to project based learning, student voice and leadership.

#### Staff

All teaching programs reflect a change in pedagogy with The 6 C's, embedded use of technology and differentiated teaching to address the learning needs of all students.

#### Parents

Encourage and support their children to use creative and critical thinking skills to approach challenges at school or in the wider community.

### Products

#### Products:

- NAPLAN literacy and numeracy – 2018 results.
- 80% of students achieve their expected progression on the Literacy and Numeracy Learning Intentions
- TTFM surveys of student, staff and parents reflect growth in surveys in Teaching.
- Student voice is evident in authentic school based assessments.

# Strategic Direction 2: Future Focused Teachers and Leaders

## Purpose

Innovative, collaborative and future focused teachers and leaders demonstrate a high standard of professional educational practice and develop a shared understanding and utilisation of open, flexible and contemporary learning spaces.

To create a culture where all staff meet the teaching professional standards through ongoing professional learning recognising that quality teachers are crucial for achieving an overall improvement in student learning outcomes. As future focused educators we model reflective practice and seek to build our leadership capacity for the benefit of all. Contemporary classrooms require a shift in pedagogy, with a focus on differentiation for excellence in order to meet the changing needs of our students.

## Improvement Measures

100% of teachers at proficient level

Every teacher, every leader and our school improves each year.

Student surveys indicate increased engagement in learning environments, the use of The 6 C's and the outcome of differentiated teacher professional learning model.

## People

### People

#### Students:

Set goals through the processes of reflection, self-assessment and feedback strategies to build student capacity and increase student engagement.

#### Staff:

Recognise and share outstanding teaching practice, through lesson observations, collaboration, mentoring and coaching to encourage ongoing staff learning and build leadership capabilities.

Embed authentic connectedness between ICT and The 6 C's in order to extend student learning in future focused environments, mindsets and capabilities.

Differentiation for excellence will underpin all teaching and learning programs.

#### Leaders:

Cultivate staff workforce capabilities through the implementation of quality school-wide systems and organisational structures that promote active distributive leadership and accountability.

Align staff performance and development to the Australian Institute for Teaching and School Leadership (AITSL).

Provide staff with opportunities for professional development, reflection and

## Processes

Leaders foster a dynamic learning organisation by engaging all staff in professional development that is relevant, future focused and shaped by research evidence and feedback to build staff capacities as learners, teachers and leaders.

Differentiated professional learning for all staff to achieve stage and personal professional goals through peer coaching and the Community of Schools learning network to improve student outcomes and build leadership capabilities for aspiring leaders.

## Evaluation Plan

Survey staff to review organisational practices throughout the implementation of new systems and educational reforms.

Review professional development plans. Ongoing monitoring and tracking of data and comparison to benchmarks through school based and standardised assessments.

Executive staff to monitor the implementation of the Strategic Plan and seek feedback from the community.

## Practices and Products

### Practices

Early career teachers and newly appointed staff are supported through a dynamic and flexible induction and mentoring program.

Enhancing opportunities for aspiring leaders to lead change through the implementation of new pedagogies and educational reforms.

Performance management and professional development linked to school plan and professional standards for all staff. Teachers and leaders use SMART goals as a part of the PDP process.

Full implementation of the NSW Curriculum, general capabilities and cross-curriculum priorities are evident in K-6 teaching programs to achieve learning outcomes for all students through explicit lessons that include differentiation for excellence and learning adjustments where necessary. The school implementation of curriculum and scope and sequences based on NESA requirements.

### Products

#### Products:

- 100% of teachers at proficient level.
- Survey student engagement in learning and environment, the use of The 6 C's and the outcome of differentiated teacher professional learning model.

# Strategic Direction 2: Future Focused Teachers and Leaders

**People**

self-assessments to maintain Proficient, Highly Accomplished or Lead teaching standards.

**Parents/Community**

Engage parents in all aspects of the education process through regular communication on curriculum and a changing pedagogy.

Work collaboratively with the community of schools to promote and support common initiatives.

# Strategic Direction 3: Active Community Partnerships

## Purpose

Empowered, engaged and mutually respectful multicultural community.

By leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices we will further develop the value of active partnerships within our multicultural community. This will be based on mutual respect and understanding with strong student, staff and parental engagement across all facets of school life.

## Improvement Measures

Our school is rated as excelling on the School Excellence Framework.

Increased parental involvement and understanding of their children's education through ongoing feedback and surveys.

Surveys indicate increased parental use of formal and informal communication practices.

## People

### People

#### Leaders:

Establish a Community Relationship Framework to facilitate active and engaged partnerships, ***Celebrating, Supporting, Engaging and Communicating with parents***

#### Staff:

Actively seek opportunities to communicate, build relationships and value our community.

Reduce language and cultural barriers by utilising translation and interpreting services.

### Community Engagement Officer

Encourage parents with limited social support and English skills to join the services that the School and Community Hub provides.

#### Students:

Provide students with opportunities to experience a variety of cultures in the school to establish a good understanding of multiculturalism and build a solid cultural identity.

Demonstrate the PBEL school values across the school and wider community.

### Community/parents:

Actively encourage parents to access the

## Processes

Implement and maintain the Community Relationships Framework.

The school and families work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of teaching and learning programs and their capacity to become partners in their child's learning.

Opportunities will be made for open classrooms, school expos, expert mentoring, three-way conferences and ongoing formal and informal communications.

Develop links with the local Aboriginal community to assist with the implementation of the Aboriginal 8 Ways of Learning.

## Evaluation Plan

Evaluate the Community Relationship Framework through ongoing feedback opportunities.

Review longitudinal data on Social Emotional Wellbeing surveys to monitor staff and student opinions.

Ensure consistency in all public relations, publications, intranet, internet and communications measured by parent feedback and satisfaction survey data.

Review and streamline effective communication processes.

## Practices and Products

### Practices

Enriched and expanded opportunities for Waitara parents as engaged partners in The 6 C's of Education.

Families, the community and school staff communicate in numerous interactive ways, both formally and informally, addressing students' achievements and learning needs, school policies, practices and community initiatives.

Our work is visible, intentional and purposeful through long-term financial planning embedded across all areas of school management practices

### Products

Our school has moved from sustaining and growing to excelling on the School Excellence Framework.

Across our school we will implement two-way communication using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.

- Surveys reflect growth in parent knowledge and understanding of their children's education.
- Surveys reflects parent support of initiatives towards the development of their children's confidence and resilience.



# Strategic Direction 3: Active Community Partnerships

## People

many forms of communication available and to build relationships with each other.

Promote positive learning alliances within our community of schools, secondary schools and universities. Build strong relationships with partner schools to enhance the delivery of innovative practices.