

School plan 2018-2020

West Wallsend Public School 3358



School background 2018–2020

School vision statement

Every Student Matters Every Day.

At West Wallsend Public School, we believe in providing a safe, secure and supportive learning environment where students are challenged to reach their true potential and become confident, creative learners.

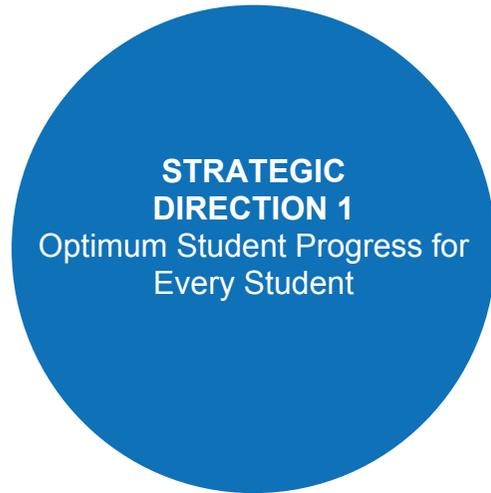
School context

West Wallsend Public School is a community focused public school housed in heritage buildings with a rich history based on coal mining. The school has a growing enrolment due to a new housing estate. The school is an Early Action for Success school with a focus on early intervention in Literacy and Numeracy. We are a member of the Sugarloaf Community of Schools (SCOS) working closely together on future focused learning. The school has a significant percentage of Aboriginal and Torres Strait Islander students and we are committed to improving the educational outcomes to match or better the outcomes of the broader student population.

School planning process

West Wallsend Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. Through a process of continual evaluation we reflect upon and review current practices by collecting surveys from parents, staff and students, tracking progress against the School Excellence Framework, student triangulated data, attendance, behaviour and student engagement. Consultation process was conducted using a variety of strategies to seek input with the local Aboriginal Education Consultative Group (AECG), families and community members in the planning and decision making process.

School strategic directions 2018–2020



Purpose:

A school culture strongly focused on whole student learning, where all children are supported and motivated to fulfil their potential.

Purpose:

A professional and passionate teaching staff committed to high quality teaching practices which engage and motivate learners and enable all students to learn effectively.

Purpose:

Develop a strong supportive whole school community that enables future focused learning, teaching and leading to prepare students for higher education, training and work.

Strategic Direction 1: Optimum Student Progress for Every Student

Purpose

A school culture strongly focused on whole student learning, where all children are supported and motivated to fulfil their potential.

Improvement Measures

- Increase % of students achieving in the top two bands for NAPLAN reading, writing and numeracy.
- Increased proportion of Aboriginal students in the top two NAPLAN bands for reading, writing and numeracy.
- Increased attendance of parents/carers at community days, 3 way conferences and transition meetings.
- Increase in student attendance based on aggregated data.

People

Students

All students engaged in meaningful learning to achieve their goals.

Staff

Effective partnerships in planning for learning informed by sound holistic information about each student's wellbeing and learning needs with parents and students.

Leaders

Principal, executives and instructional leader will collaborate with teachers building capacity to monitor, reflect and drive student progress.

Parents/Carers

Developing positive partnership to build educational aspiration and ongoing performance improvement.

Community Partners

Demonstrate valued interest in the school and a culture of high expectations and community engagement.

Processes

Educational Aspiration

- Personalised goal setting with regular review, where students know and can articulate goals.
- Actively engage all students in regular positive consultations with teachers, parents/carers and mentors in order to maintain positive relationships to fulfil student potential.
- Transition from pre-school to primary school and primary to high school reviewed and strengthened through feedback from all stakeholders.
- Attendance data monitored and improved attendance celebrated.

Performance Measures

- Data analysis to implement intervention and extension programs based upon achievement benchmarks.
- Evidence based practices used to create an effective environment for student learning and wellbeing.

Evaluation Plan

Data from surveys eg. 'Tell Them From Me.' SEF-Track students data and progressions of learning using both external and internal data systems.-EAfS, K-3 data tracked at state level Plan2. Attendance tracked and monitored.

Practices and Products

Practices

- Effective assessment, tracking and student analysis systems.- Supported tiered intervention and differentiation programs .-Teachers monitor, reflect and drive student progress through evidence based data.
- 3 way conferences setting personalised goals to be achieved. Transition meetings and programs.-Systematic processes to ensure student absences do not impact on learning.

Products

- School data shows progress and achievement on external measures is consistent with progress and achievement on internal assessments.
- Increased evidence based whole school practices in wellbeing and improved engagement.
- Whole school community demonstrates aspirational expectations and is committed to the pursuit of excellence.

Strategic Direction 2: High Quality Teaching Practices

Purpose

A professional and passionate teaching staff committed to high quality teaching practices which engage and motivate learners and enable all students to learn effectively.

Improvement Measures

- All staff demonstrate personal responsibility for maintaining and developing their professional standards.
- Decrease in the number of behaviour referrals.
- Increased provision for authentic whole school mentoring and coaching support.

People

Students

Engaged in productive learning and showing responsibility for their own behaviour.

Staff

All teachers committed to identifying, understanding and implementing the most effective explicit teaching methods.

Leaders

Use professional standards as a reference point for whole school reflection and improvement.

Parents/Carers

School staff collaborate with the school community to inform strategies that reflect research on best practice and include ongoing monitoring of success.

Community Partners

Community support and are engaged in the vision, values and priorities of the school.

Processes

Coaching and Mentoring

School's structure and organisation ensures direct support by request and/ or need to improve whole school practice.

Development opportunities for aspiring leadership is provided.

Formal mentoring/coaching to improve teaching within a culture of reflective practice.

Professional Learning

A positive and collaborative improvement performance and development culture established for whole school reflection.

Staff demonstrate, by completing PDP and engaging in professional learning, responsibility for maintaining and developing their professional standards.

Classroom Management

Well planned explicit differentiated teaching.

Systematic, consistent whole-school approach developing a culture of high expectations.

Evaluation Plan

PDP completed in consultation with supervisors –Leadership team developed whole school professional learning suite.–Consistent set of school rules and procedures established. Formal mentoring and coaching systems for collaboration and feedback provided.–SEF survey.

Practices and Products

Practices

Leadership team continually monitoring PDP . coordinate whole school approach to developing professional learning and planning capacity building to improve practice.

Calm, consistent and effective positive management developing a culture of respect, engagement and responsibility.

The modelling of effective practice and provision of specific and timely feedback between teachers and leadership teams.

Products

Staff attained and are maintaining accreditation measured against the Australian Professional Standards.

Learning Environments are well managed within a consistent, school-wide approach.

There are explicit systems for collaboration and feedback to sustain quality.

Strategic Direction 3: Future–Focused Communities

Purpose

Develop a strong supportive whole school community that enables future focused learning, teaching and leading to prepare students for higher education, training and work.

Improvement Measures

Increased opportunities for combined Sugarloaf Community of Schools professional learning focused on continuous improvement of teaching, learning and leading across all schools.

Improved service delivery and community satisfaction.

People

Students

Students are given opportunities to provide feedback through satisfaction measures.

Staff

All staff are supported to develop skills for the successful operation of administrative systems.

Leaders

Current and aspirant school leaders will be given opportunities to manage and lead curriculum and other projects across SCoS to develop educational management and leadership capabilities.

Parents/Carers

Parents/carers will have opportunities to participate and provide feedback to improving service delivery and customer experience.

Community Partners

Through proactive engagement with the broader community, a mindset of self improving to support the high levels of learning will be developed.

Processes

SCoS Educational Leadership

- Shared instructional leadership to sustain a culture of effective evidence–based teaching and ongoing improvement.
- Align professional learning opportunities across SCoS through staff development days, stage professional learning and executive networks.
- Form a community engagement team to build community awareness and understanding of SCoS and its achievements to raise the profile of public education across SCoS.

Administrative systems and processes

- Ensure delivery of anticipated benefits to the school community and make changes when required.
- Whole school approach to improving service delivery.

Evaluation Plan

Review the quality and effectiveness of the professional learning across SCoS using attendance data and post evaluation. Survey of students, teachers and parents to gauge the effectiveness of the shared commitment of a high expectation culture. eg TTFM survey, SEF. Collect information about school's administrative practices and share analysis and actions in response.

Practices and Products

Practices

All schools demonstrate a high performance culture.

School continually evaluates its administrative systems and processes in order to ensure their effectiveness.

Products

Established SCoS professional learning teams focused on continuous improvement and a high expectations culture.

Effective management practices and processes.