

School plan 2018-2020

Wangi Wangi Public School 3373



Wangi Wangi
PUBLIC SCHOOL

School background 2018–2020

School vision statement

At Wangi Wangi Public School we believe all students can be **successful**.

We support all students to achieve this through being:

Engaged learners – feeling challenged and inspired to develop a lifelong love of learning

Confident students – developing positive thinking to be well–rounded and respectful students

Proud of their achievements – valuing their intellectual curiosity to achieve their full potential by taking control for the direction of their learning

Equipped with a positive mindset – involving their overall wellbeing and health and safety

Connected to the community – building strong, collaborative relationships with parents/caregivers and the wider community

School context

Wangi Wangi Public School is a thriving, growing, K–6 school located in a suburb of the City of Lake Macquarie in New South Wales. The school is located on the traditional land of the Awabakal people and is surrounded by beautiful Lake Macquarie.

Students at WWPS enjoy a safe, caring and productive school environment where they are exposed to a range of exciting extra–curricular activities.

Staff are highly dedicated professionals who go beyond what is required to provide outstanding educational opportunities for all students. There is a mixed age and gender profile among the staff.

The school community sets high expectations and is supportive, proud of student achievements and involved in learning programs. The Family Occupation and Education Index has remained consistent at 110.

The proportion of students with Indigenous backgrounds has remained at 20%. The school has close connections with the Itji–Marru AECG, who continue to support all Aboriginal students.

The general trend in reading indicates that there is a gradual increase in the percentage of students performing in the top bands in Years 3, 5 and 7. Writing and Mathematics are areas identified as needing significant improvement. The school is focusing on improving the percentage of students performing in proficient bands in both Years 3 and 5.

School funds (SBAR) support key initiatives, targeted at lifting the level of reading, writing and numeracy results across the school. SBAR has also supported the establishment of a Curriculum Leader position. In the broader school community, the school has established long standing connections with many local business groups.

School planning process

The school has worked strategically and collaboratively with teachers, students and the community to prepare the 2018 – 2020 School Plan.

Community consultation was effectively established through comprehensive communication in school newsletters and detailed school surveys. Data collection methods enabled the school to generate reports that reflected the thoughts and opinions of parents regarding the values and expectations for their child’s education.

A School Evaluation Team, a combined group of teachers and parents, worked collaboratively and productively to establish the school vision, directions, and guide and develop the School Plan.

The Wangi Wangi School Plan 2018 – 2020 flows from the Strategic Directions and sets clear improvement measures. It forms the basis for the schools improvement and development efforts for the next three years, together with the WSLA partner schools and in partnership with parents and the community. All stakeholders support the 2018 – 2020 school plan including the Wangi Wangi P&C, Wangi Wangi PS staff and the Itji–Marru Aboriginal Education Consultative Group (AECG).

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
High Expectations

Purpose:

Establishing an environment where **high expectations** underpin a quality school culture, where pedagogical practices focus on improving, engaging and accelerating students in an education which inspires them to be active participants in future focused learning opportunities.



**STRATEGIC
DIRECTION 2**
High Value Added

Purpose:

Providing an educational setting where **high value added** teaching and learning is present across all classrooms with identified professional learning that supports rich data analysis to inform and drive evidence based practices.



**STRATEGIC
DIRECTION 3**
Highly Effective Partnerships

Purpose:

Highly effective partnerships drive a shared understanding and commitment where learning is the collective responsibility of all stakeholders, ensuring engagement, achievement and inclusivity for every student.

Strategic Direction 1: High Expectations

Purpose

Establishing an environment where **high expectations** underpin a quality school culture, where pedagogical practices focus on improving, engaging and accelerating students in an education which inspires them to be active participants in future focused learning opportunities.

Improvement Measures

Teacher observations demonstrate effective evidence-based teaching strategies used across the school.

Students take responsibility for their own learning through goal setting, monitoring and receptive feedback practices.

Teaching and Learning programs demonstrate high expectations, effective use of student data and evidence based pedagogy linking to literacy and numeracy benchmarks.

People

Students

Take on a shared responsibility to meet learning expectations for their education. Using visible learning strategies students can articulate what they are learning, what they are expected to know (learning progressions) and reflect on what they need to do to progress, after feedback.

Staff

Staff actively engage in explicit and targeted professional development to set consistently high expectations for students across all aspects of school, inclusive of learning and behaviour.

Leaders

The school executive engages in professional development to build their own capacity to develop a culture of high expectations across the school.

Parents/Carers

Engage in interactive workshops aligned with the school plan to support their children at home to reach specific benchmarks and further support key initiatives at school.

Staff

School Learning Support Officers: Actively participate in professional learning to improve the educational outcomes of the students they work with through informed practice and specific feedback to classroom teachers.

Processes

Quality Teaching

The school has an integrated approach to quality teaching, curriculum planning and delivery, and assessment to promote high expectations, learning excellence and responsiveness in meeting the needs of all students.

Future Focused Pedagogy

Teachers draw on research to develop and implement future focused teaching and learning strategies to effectively engage students in their learning to become self regulated learners.

Professional Learning

Teachers will engage in explicit professional learning that promotes quality teaching and achieves student academic growth.

Evaluation Plan

- Focus groups to identify future focus areas
- Internal validation of school performance against the School Excellence Framework
- Longitudinal data from 'Tell them from me' student and parent survey
- 5 weekly monitoring of teacher programs and class timetables
- Instructional rounds – observations of teacher classroom practice
- Evaluation of staff Professional Development Plans (PDP)

Practices and Products

Practices

The schools curriculum provision and evidence-based teaching practices support high expectations of student learning. The school monitors and reviews its curriculum provision to meet the changing requirements of the students.

Teachers effectively plan future focused learning experiences, which enable students to become motivated and self-directed learners. Teachers are flexible and select from a range of effective teaching strategies to engage students.

Teachers engage effectively in explicit and targeted professional learning and collaborate to improve teaching and learning in their classrooms.

Successful implementation of quality instructional rounds as identified through internal and external data.

Products

All teaching and learning programs meet the needs of students through differentiation, supervisor feedback and teacher evaluation.

All teachers know and understand the needs and talents of their students. Students collaborate and use critical and creative thinking to solve complex problems.

All teachers have expert knowledge and embed quality pedagogy into their classroom practice.

Strategic Direction 2: High Value Added

Purpose

Providing an educational setting where **high value added** teaching and learning is present across all classrooms with identified professional learning that supports rich data analysis to inform and drive evidence based practices.

Improvement Measures

Increase the percentage to 35% of students achieving in the top two Literacy and Numeracy bands in NAPLAN (Bump It Up).

All teachers use formative and summative assessment practices as an integral part of daily classroom instruction.

85% of students reaching or exceeding expected stage appropriate literacy and numeracy benchmarks.

85% of Aboriginal students meet or exceed stage appropriate benchmarks.

People

Students

Take responsibility for their own learning and their results to understand what they need to do to improve.

Staff

Support student learning through research based pedagogy and effective feedback to improve student performance in literacy and numeracy.

Parents/Carers

Take an active role in their child's education by feeling welcomed when attending parent workshops, helping maximize student engagement and academic growth.

Leaders

The school executive adopts a co-ordinated approach to the teaching of literacy and numeracy together with an expectation of improved literacy and numeracy results across the school.

Processes

Data monitoring

Accurate data tracking processes, programs and interventions address identified student specific needs and inform future school directions.

Evidence based Curriculum Enhancement

Teachers implement high quality professional understanding in literacy and numeracy teaching practices achieved through modelled and supportive instructional leadership. Evidence based professional learning, demonstration teaching and a culture of high expectations will contribute to measurable whole school improvement, to ensure maximized student academic growth.

Evaluation Plan

- Analyse NAPLAN (SMART) data to evaluate student performance in reading and mathematics (Bump It Up)
- Analyse school based data to evaluate student performance in reading, writing and mathematics
- 5 weekly student data cycle, tracking of identified reading, writing and numeracy markers
- Internal validation of school performance against the School Excellence Framework

Practices and Products

Practices

Every teacher comprehensively analyses student progress and achievement data to inform and differentiate their teaching and evaluate the effectiveness of their teaching practice.

Teachers consistently deliver an in-depth understanding of whole school literacy and numeracy programs and evaluate their teaching effectiveness against the literacy and numeracy progressions.

Products

All teaching staff understand **Value Added** data and take responsibility for the growth of all students in their class (effect size – 1 year of learning for 1 year or teaching).

Staff routinely collaborate in developing assessment tasks and analyse data ensuring consistent teacher judgment across the school.

Teachers are highly proficient in assessing student needs and talents, evaluating their impact, intervening using multiple methods and providing meaningful feedback to students on their learning.

Strategic Direction 3: Highly Effective Partnerships

Purpose

Highly effective partnerships drive a shared understanding and commitment where learning is the collective responsibility of all stakeholders, ensuring engagement, achievement and inclusivity for every student.

Improvement Measures

Parents and caregivers are informed and committed to the direction of the school.

Community are proud of their local school and have confidence in the school to engage their children in productive learning with high expectations and respectful relationships.

Increased retention of local placements enrolled at the school.

Minimum 95% attendance rate across the school.

People

Students

Develop a sense of pride in their school, classroom and local community.

Staff

Build valuable relationships with the community and families of the students they teach.

Community Partners

Contribute positively to the operation of the school to connect students to their local community.

Community Partners

Connect with the school to support initiatives and student learning programs through sponsorships.

Community Partners

Learning Community of Schools – Western Shores Learning Alliance –Strengthen relationships within the WSLA to provide valuable learning

Leaders

Understanding of authentic partnerships and capacity to include all stakeholders in decision making within the school.

Processes

Community engagement

The school will develop meaningful relationships with all stakeholders

Transition

The school will establish professional connections with relevant educational centres and key stakeholders to support continuity of learning across settings.

Student Wellbeing

The school develops a planned and strategic approach to student wellbeing that ensures they can connect, succeed and thrive while at school.

Evaluation Plan

- Longitudinal data from 'Tell them from me' student and parent survey
- Attendance rate analysis
- Parent participation rates at school events and community survey information
- Internal validation of school performance against the School Excellence Framework

Practices and Products

Practices

To connect and collaborate with the school community through the implementation of effective communication strategies.

Increased level of community satisfaction due to the school being responsive to local needs and the effective engagement between the school and the community.

The school collects and analyses information to inform and support student's successful transitions.

Products

Improved parent and community participation in school events through effective partnerships and communication.

Development of a whole school collective responsibility for student learning and success which is shared by parents, teachers and students.

The school engages in strong collaboration between parents, students and the community that inform and support continuity of learning for all students at transition points.

Increase in the percentage of local children enrolling at Wangi Wangi Public school.