

School plan 2018-2020

Wauchope Public School 3404



School background 2018–2020

School vision statement

To provide an inclusive, welcoming and friendly school, where students receive a dynamic education and are provided with opportunities to foster individual talents and interests.

Excellence, Opportunity and Success.

School context

Wauchope Public School has an enrolment of 751, including 151 Aboriginal students. We have four Special Education Classes, one literacy/numeracy focus class, two enrichment classes forming a total of 33 classes. The school is located 20km west of Port Macquarie and is a member of the Bago Community of Schools. As a very proud Public school, we take great pride in our students' achievements whilst ensuring the values and traditions of our families and the wider Wauchope community remain an important part of our school's direction. Our purpose is to provide stimulating programs and experiences which increase both functional and quality basic skills; develop resilience and the values required to engage successfully in society. Wauchope Public School has a caring, inviting, inclusive and positive school culture.

This culture is made possible due to an experienced, enthusiastic, dedicated staff and an active and committed parent body and community. The school is committed to ongoing improvement in all aspects of student learning with an emphasis on literacy, numeracy and information technology. There is a strong commitment to student welfare, student leadership, creative arts, sport, gifted and talented and special needs students.

Major Capital Works are planned for 2018–2019 period which will see innovative, creative and progressive learning spaces for 13 classes.

School planning process

In Semester One, 2017, the Executive Team began planning for the 2018–2020 School Plan.

This initial planning process involved revision of the current School Plan, and changes to the Strategic Directions to create greater cohesion with the School Excellence Framework. This also involved authentic, inclusive whole-school community consultation and reflected the diversity of our school population.

Professional conversations directed our planning to include high expectations, to provide both academic and non-academic perspectives, and to reflect school and community values.

Internal and external data on student achievement.

Teacher Feedback

Student Feedback

Parent Feedback

Ratification by School Executive and P&C

Disability Standards

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaging Student Learning

Purpose:

Support and promote student achievement by engaging every child in a differentiated curriculum, positive learning environment by providing a wide range of learning opportunities which focus on developing a love of learning and the capacity to achieve.

Focus aspects of the Learning Domain will form the direction of our plan and be responsive to our school's needs over time. These aspects are Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures.

STRATEGIC DIRECTION 2

Teacher Quality and
Professional Learning.

Purpose:

Improve teacher quality through systematic and collegial professional learning. Enhancing the capacity of all staff to create and deliver quality, innovative and engaging teaching and learning programs. Effective Classroom Practice will be a specific focus, including the use of Professional Standards in guiding teacher development.

These priorities will be dynamic and occur under the context of the Teaching Domain, including Effective Classroom Practice, Data, Skills and Use, Collaborative Practice, Learning and Development and Professional Standards.

STRATEGIC DIRECTION 3

Leading and Planning.

Purpose:

The school leadership team makes deliberate and strategic decisions for the purpose of improving the school and achieving student outcomes. Effective evidence-based strategies and innovative thinking are used to deliver ongoing improvements for the wider school community. Effective management of people and resources enable the leadership team to work strategically with all stakeholders.

Aspects of the Leading Domain inform the focus of our planning, including Leadership, School Planning, Implementation and Reporting, School Resources, Management Practice and Processes.

Strategic Direction 1: Engaging Student Learning

Purpose

Support and promote student achievement by engaging every child in a differentiated curriculum, positive learning environment by providing a wide range of learning opportunities which focus on developing a love of learning and the capacity to achieve.

Focus aspects of the Learning Domain will form the direction of our plan and be responsive to our school's needs over time. These aspects are Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures.

Improvement Measures

Final Improvement Measures

By 2020 WPS will have an 8% increase in the top 2 bands of reading and numeracy.

By 2020 WPS will have an increase in the percentage of Aboriginal students achieving at and above the national minimum standards in reading and numeracy.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Whole School Monitoring of Student Achievement*.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Differentiation and Teaching & Learning Programs*.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in a *Planned Approach to Wellbeing*.

People

Students

Students understand why developing skills to get along, be confident, be persistent, be organised and be resilient will benefit them in becoming successful learners.

Staff

Staff develop a challenging and nurturing learning environment that instils a love of learning and focus on achievement.

Parents/Carers

Parents have opportunities to gain a deeper understanding on how to support their child in learning and wellbeing.

Processes

Assessment

School-wide assessments inform teaching practice and tailor learning experiences to point of need teaching.

Curriculum

Curriculum provision is current and evidence based.

Differentiated learning opportunities support student learning and development.

Wellbeing Framework

The school consistently implements a whole-school approach to wellbeing that has clearly defined policies and practices.

Evaluation Plan

Assessment Data Sources

External Data Sources: NAPLAN, PLAN 2, Best Start

Internal Data Sources: Learning Progressions, Assessment Schedule

Consistent Valid Judgements: Baseline audit, Collegial analysis, Data Pools, Teacher surveys, Classroom Observations, student reporting.

Curriculum Data Sources:

Internal data sources: Program reviews, collegial dialogue and observations show evidence of excellence in curriculum delivery.

Wellbeing Framework Data Sources:

Practices and Products

Practices

Assessment

Collaborative school wide student assessment practices inform learning across all areas of the curriculum evidenced by consistent and valid judgements of student performance. Visible in assessment schedules for all syllabuses.

Curriculum

Quality learning programs are responsive to the needs of students, differentiated, and reflect current teaching practice. Observable in scheduled program reviews and classroom observations.

Wellbeing Framework

Teachers will be consistently implementing wellbeing systems across the school. This is evidenced by happy, resilient and supported students successfully engaged with schooling.

Products

Assessment

Accurate assessment data is integrated into teaching practice in every classroom.

Assessment procedures drive successful teaching and learning programs.

Curriculum

Evidence based teaching practices are evident in all classrooms and student learning activities demonstrate appropriate

Strategic Direction 1: Engaging Student Learning

Processes

External: SCOUT, Tell Them From Me,

Internal: SENTRAL, EBS, PBL SET,

Consistent Valid Judgements: Classroom
behaviour folders, Executive Reviews,
Reward system sheets, LST Minutes

Practices and Products

differentiation.

Wellbeing Framework

Consistently implemented whole-school
well-being systems that have clearly
defined expectations and create positive
teaching and learning environments.

Strategic Direction 2: Teacher Quality and Professional Learning.

Purpose

Improve teacher quality through systematic and collegial professional learning. Enhancing the capacity of all staff to create and deliver quality, innovative and engaging teaching and learning programs. Effective Classroom Practice will be a specific focus, including the use of Professional Standards in guiding teacher development.

These priorities will be dynamic and occur under the context of the Teaching Domain, including Effective Classroom Practice, Data, Skills and Use, Collaborative Practice, Learning and Development and Professional Standards.

Improvement Measures

Final Improvement Measures

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Accreditation*.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Data Analysis*.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Feedback and Classroom Management*.

People

Students

Students engage in their learning and are guided by feedback to have a clear expectation of the direction of their learning.

Staff

Staff identify and address their individual learning needs to better implement engaging teaching and learning programs aligned to our school plan.

Parents/Carers

Parents are given opportunities to provide feedback around their child's learning experiences.

Processes

Accreditation

Maintain professional teaching standards, levels of accreditation, and attain professional learning goals.

Data Analysis to Inform Decision Making

Develop teacher understanding of the analysis, interpretation and use of external and internal data sources.

Effective Classroom Practice

Teachers are committed to the provision of innovative, explicit and evidence based teaching and learning experiences.

Evaluation Plan

Accreditation Data Sources:

External data: NESA records

Internal data: Professional Learning evidence, Collegial Dialogue and Classroom Observations.

Data Analysis to Inform Decision Making Data Sources:

External data: PLAN 2, NAPLAN, Best Start, Tell Them From Me surveys

Internal data: School-based assessments, Anecdotal data, Tell Them From Me surveys

Effective Classroom Practice Data Sources:

Internal: Classroom Observations,

Practices and Products

Practices

Accreditation

Teachers seamlessly progress through the endorsed accreditation process and maintain their level of teacher proficiency.

A professional learning culture that promotes the pursuit of professional excellence.

Data Analysis to Inform Decision Making

Teachers effectively use data to develop a deep understanding of student learning needs and the achievement of student goals.

Effective Classroom Practice

Teachers, identify, understand and implement quality classroom practice. This is visible in collaborative classroom feedback and regular classroom reviews.

Products

Accreditation

A culture of professional learning and improvement attains professional standards and excellence.

Data Analysis to Inform Decision Making

Teachers understand data analysis tools and use them to inform planning, interventions and adjustments.

Effective Classroom Practice

Strategic Direction 2: Teacher Quality and Professional Learning.

Processes

Professional Learning logs

Final Evaluation

Milestone operational documents will be used to plan, implement and review all improvement areas – this will include 5 weekly evaluation procedures.

Practices and Products

Teachers committed to the provision of innovative, explicit and evidence-based teaching strategies.

Highly engaged students learning through the delivery of quality lessons.

Strategic Direction 3: Leading and Planning.

Purpose

The school leadership team makes deliberate and strategic decisions for the purpose of improving the school and achieving student outcomes. Effective evidence-based strategies and innovative thinking are used to deliver ongoing improvements for the wider school community. Effective management of people and resources enable the leadership team to work strategically with all stakeholders.

Aspects of the Leading Domain inform the focus of our planning, including Leadership, School Planning, Implementation and Reporting, School Resources, Management Practice and Processes.

Improvement Measures

Final Improvement Measures

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *High Expectations Culture and Performance Management and Development*.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in the *School Plan* and the *Annual School Report*.

By 2020 WPS will have moved from Delivering to Sustaining and Growing in *Administrative Systems & Processes* and *Service Delivery*.

People

Leaders

Leaders provide direction around administrative systems.

Community Partners

Community partners are consulted regarding whole-school processes.

Staff

Leadership responsibilities and opportunities are part of the school culture.

Processes

Leadership

Develop effective leadership strategies that provide organisational best-practice, and support succession planning and aspiring leaders. (CLN, Mentoring, PD, Team Leading)

School Planning, Implementation and Reporting

Policies, systems, practices and milestones direct school activity towards the effective implementation of the school plan. (ASR, SEF, School Plan).

Management Processes – School Data Systems

School staff are supported to develop and refine skills for the successful operations of administrative systems. (LMBR, Sentral, PBL Data, PLAN 2).

Evaluation Plan

Leadership Data Sources:

External: NESA records, Tell Them From Me surveys

Internal: Professional Learning logs, professional dialogue, Classroom Observations data.

School Planning, Implementation and Reporting Data Sources:

External: Analysis of PLAN 2 and NAPLAN data

Internal: ASR, Staff teams Milestone monitoring, Promotion of achieved targets.

Practices and Products

Practices

Leadership:

Purposeful leadership roles are established, based on professional expertise.

Constant opportunities are provided for staff to develop and nurture new skills and talents.

(CLN, Mentoring, PD, Team Leading)

School Planning, Implementation and Reporting

School Plan is at the centre of school decision-making and is a visible, working document that all staff regularly engage with.

Management Processes – School Data Systems

All staff are engaged in relevant professional learning around current and new whole-school administrative systems.. Evidenced by Professional learning which is targeted towards identified administrative systems.

Products

Leadership

School-wide leadership strategies are in place to support organisational best-practice, and provide succession planning opportunities.

This is evidenced by Structured mentoring systems in place to foster leadership skills and the number of staff accessing

Strategic Direction 3: Leading and Planning.

Processes

Management Processes – School Data Systems Data Sources:

Internal: Professional Learning records for LMBR, Sentral, PLAN 2, PBL and Wellbeing.

Final Evaluation

Milestone operational documents will be used to plan, implement and review all improvement areas – this will include 5 weekly procedures.

Practices and Products

leadership opportunities.

School Planning, Implementation and Reporting

Clear processes, with accompanying timelines and milestones, direct the school plan. (ASR, SEF, School Plan).

Observable by School Plan milestones being achieved.

Management Processes – School Data Systems

Administrative systems are implemented successfully across the school visibly building capacity of all staff in whole school systems..