

School plan 2018-2020

Wellington Public School 3420



School background 2018–2020

School vision statement

Wellington Public School is committed to providing an environment where quality teaching, learning and leadership ensures future success and wellbeing for all students' within an ever changing world.

School context

Wellington Public School has an enrolment of 520 students with almost 60% identifying as Indigenous. The school caters for a diverse range of students. There are 26 classes inclusive of 5 special education and two extension classes plus a preschool.

Wellington Public School has a very caring and dedicated team of teachers and support staff working collaboratively with families to provide a wide range of programs catering for the cognitive, social, emotional and spiritual needs of each student.

We are a proud Positive Behaviour for Learning (PBL) school with a focus on developing safe, respectful learners.

Through 'Early Action for Success' and School Based Allocation of Resources the school has 1.4 Instructional Leaders, 2 Learning and Support Teachers and 1 interventionist to provide tailored interventions in Literacy and Numeracy P–6, improving curriculum implementation and quality teaching using stringent data analysis to direct teaching and individualised learning programs for students.

School planning process

- Tell Them From Me student, teacher and parent survey.
- Community consultation in partnership with Wellington High School.
- Staff Preparing for 2018 survey.
- Reviewed the School excellence Framework.
- SCOUT, SMART, ATTENDANCE, PBL and PLAN data was analysed to make informed decisions.
- Met with staff to discuss strategic directions.
- Communications in the weekly newsletter (Whisper).
- Review of current programs being delivered and their validity.
- School Development day spent on future directions.
- Discussion at P&C meeting.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Engaged Learners

Purpose:

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities that support ALL students to connect, succeed, thrive and learn.

Every student at Wellington Public School is known, valued and cared for.

STRATEGIC DIRECTION 2 Quality Practice

Purpose:

Teachers implement effective classroom practices for all students with meaningful learning experiences that are inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment and continual improvement of teacher practice.

Wellington Public School is a great place to work and our staff are of the highest calibre.

STRATEGIC DIRECTION 3 Educational leadership

Purpose:

Our school leadership is driven by a culture of high expectations and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.

Resources are strategically used to achieve improved student outcomes and high quality educational delivery.

Community confidence in Wellington Public School is high

Strategic Direction 1: Engaged Learners

Purpose

Students will engage in differentiated learning and wellbeing opportunities that meet their individual needs preparing them for success in an ever changing world.

The whole school community is committed to providing learning opportunities that support ALL students to connect, succeed, thrive and learn.

Every student at Wellington Public School is known, valued and cared for.

Improvement Measures

Increased proportion of school community engaged in practices that support a sense of belonging, expectations for success and advocacy of school.

All PLPs for identified students are developed and reviewed

Increased engagement in the number of parents liaising with support staff for IEPs and PLPs from 2017 data

Improved levels of parent feedback showing the success of the school's educational programs after collection of baseline data in 2017

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy

Increased proportion of students working in the top two NAPLAN bands for reading and numeracy.

People

Students

Understand the importance of coming to school regularly.

Possess a sense of agency and ownership of their learning.

Staff

Provide opportunities within the curriculum to engage and promote Aboriginal Culture

Leaders

Embed explicit systems that facilitate professional dialogue, collaboration, classroom observations, modelling of effective practice and the provision of specific and timely feedback to teachers and students.

Parents/Carers

Empowered to communicate with staff to understand how their student is progressing and learning.

Communicate with their child to nurture and support their individual learning pathway.

Community Partners

Share common understandings and support for students and the school to improve student learning and wellbeing.

Processes

Strengthen teachers and students capacity to effectively respond to feedback.

LASTs to: Analyse data and work linked to Quality Practice strategic direction,

Continue to raise awareness of importance of accessing PLPs,

Develop and update all PLPs.

Strengthen community partnerships that enhance student learning through improved attendance, cultural engagement and wellbeing.

Students communicate confidently, regularly and effectively about their own learning

Steps are in place to allow staff to articulate student learning needs and teachers give clear feedback to students and family about their progress

Evaluation Plan

Community surveys, Tell Them From Me

Evidence of student feedback and teacher conferences

NAPLAN top two bands

Teacher engagement with Literacy and Numeracy learning progressions

Support to Barnardo's Homework Centre

Practices and Products

Practices

Students and teachers identify individual learning needs and track their progress.

Using school communication sources to involve, inform and celebrate strengthened community partnerships.

Observe student learning in order to track learning needs and identify learning outcomes

Literacy and numeracy strategies embedded into classroom practice – specific focus on K–2 and students transitioning from Year 2 to Year 3

Differentiated teaching practice catering for a variety of learning styles and abilities

Products

Teacher student conferences and effective feedback on learning with a focus on the embedding literacy and numeracy strategies in all programs.

Community confidence and connections are strong, with a shared understanding of the importance of student learning and wellbeing.

Strategic Direction 2: Quality Practice

Purpose

Teachers implement effective classroom practices for all students with meaningful learning experiences that are inclusive, engaging and challenging.

Our school culture is built on respectful mentoring relationships and a foundation of professional learning that is focused on supporting quality curriculum planning, assessment and continual improvement of teacher practice.

Wellington Public School is a great place to work and our staff are of the highest calibre.

Improvement Measures

Increased proportion of teachers that are using student performance data to drive teaching directions, monitoring and assessing.

Increased proportion of teachers engaging in mentoring, classroom observations and modelling of effective classroom practice.

People

Students

Display capabilities such as problem solving, reflection and investigation.

Staff

Understand and explicitly use performance data to plan and implement effective teaching strategies with an ongoing focus on literacy and numeracy.

All teachers engaged in the accreditation process.

Leaders

Facilitate and support professional learning and its implementation.

Deliver coaching, mentoring, observing and modelling effective classroom practice.

Processes

Using data to inform practice and deliver professional learning and teacher support around formative and summative assessment, learning progressions and PLAN 2 to identify individual student learning needs.

The application of Professional Standards will prepare and support all teachers to complete NSW Teacher Accreditation and encourage teachers to consider higher accreditation levels.

Explicit teaching and mentoring relationships will develop staff capacity to effectively implement evidence based practices into teaching and learning including an ongoing focus on literacy and numeracy.

Evaluation Plan

Development and monitoring of PDP's in line with school plan.

SCOUT data evaluated (Accreditation levels)

Teaching and learning programs evaluation and reflection (each term)

NAPLAN Data (Term 3)

Internal literacy and numeracy student performance data meetings (formally each term)

Student performance data collected, reviewed and discussed (formally each term).

Observations and feedback to teachers. (minimal termly)

Practices and Products

Practices

Teachers involve students and parents to use student performance data to inform planning. Teaching and learning programs across the school as a result address individual needs, ensuring all students are challenged and all adjustments lead to improved learning.

Teaching and learning programs are dynamic, show evidence of revision based on feedback and track, monitor and reflect on student performance data to identify individual student needs.

Products

All teaching practice and learning programs are evidence based including: Syllabus outcomes; Learning intentions, explicit systems of assessment and tracking; student conferencing and feedback to inform point of need teaching and learning; integrated and authentic use of ICT.

Strategic Direction 3: Educational leadership

Purpose	People	Processes	Practices and Products
<p>Our school leadership is driven by a culture of high expectations and community engagement supported by collaboration and inclusivity, focused on sustained and measurable whole school improvement.</p> <p>Resources are strategically used to achieve improved student outcomes and high quality educational delivery.</p> <p>Community confidence in Wellington Public School is high</p>	<p>Students</p> <p>Demonstrate improved learning outcomes</p> <p>Provide engaging learning experiences to develop skills in working independently and collaboratively</p> <p>Staff</p> <p>Staff hold high expectations for sustained and measurable whole school improvement</p> <p>Engage in professional learning to engender ongoing improvement in the provision of high quality 21st Century pedagogy</p> <p>Leaders</p> <p>Provide opportunities for staff to develop skills in instructional leadership and school management.</p> <p>Leaders are responsive to school data and current research to strategically achieve school improvement.</p> <p>Parents/Carers</p> <p>Access, engage and respond to school communication sources.</p> <p>Provide opportunities for parents to understand the changing nature of classroom practice</p> <p>Community Partners</p> <p>Strengthen established school connections through improved collaboration and communication.</p>	<p>The leadership team develops processes to collaboratively review teaching practices in line with the School Plan.</p> <p>Effectively utilise the Performance and Development framework</p> <p>Support the ongoing professional learning of staff by employing an additional DP Early Action for Success</p> <p>Formation of a Communication Committee with representation from across the school community to regularly solicit and address feedback on school performance.</p> <p>Stage groups have strategies in place to ensure that staff take responsibility for their maintenance of accreditation</p> <p>Support is available to support staff in acquiring and developing data analysis skills to inform their teaching</p> <p>Evaluation Plan</p> <p>Scout to provide data on staff access to professional learning.</p> <p>Data around community use of communication sources.</p> <p>Tell Them from Me survey.</p>	<p>Practices</p> <p>Every teacher regularly works with their executive to plan short and long term goals aimed at improving teacher practice and providing ongoing discussions around career aspirations.</p> <p>Teachers use Results/Data analysis to inform teaching</p> <p>Embedded culture of PL amongst staff including leadership development, induction programs, Aboriginal Cultural awareness, institute maintenance and higher levels of accreditation and DoE compliance training</p> <p>Quality pedagogy and authentic engagement in all classrooms using 21st Century strategies</p> <p>The school will provide the community with access to a wider variety of communication sources to improve student outcomes and provide high quality service delivery.</p> <p>Products</p> <p>Enhanced leadership capacity resulting in increased self-reflection, high expectations and leadership opportunities both within and beyond the school</p> <p>High quality tasks, across all Stages, with consistency of assessment and grade allocation</p> <p>Members of the school community are well informed and are confident that they can readily access information regarding the school and communicate to the broader community what is happening at WPS</p>
Improvement Measures			
All executive have been involved in professional learning to develop effective instructional leadership and management skills.			
Community members are accessing an increased proportion of diverse opportunities to communicate and liaise with the school.			
School executive guide teaching and learning practices that are responsive to school data and current research..			