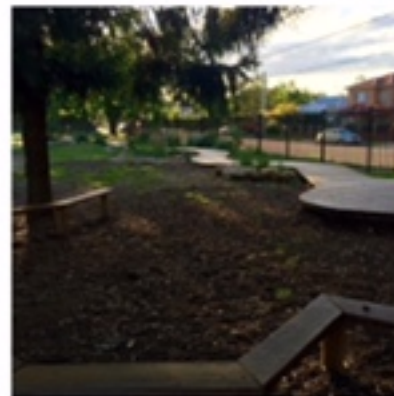


School plan 2018-2020

Wentworthville Public School 3423



School background 2018–2020

School vision statement

Wentworthville Public School empowers every student to become confident, resilient, collaborative and creative lifelong learners. We develop in every student the capacity to be the best learner they can be through a positive, supportive and inclusive environment. Developing globally aware citizens who are engaged and challenged to think critically and creatively is paramount.

Together with the wider learning community we are dedicated in providing opportunities for the students to become independent, responsible and effective communicators who can proudly embrace personal and community achievements as we grow and develop as a school.

School context

Wentworthville Public School serves a diverse community with an active and dedicated parent body. The school caters for students from a diverse range of backgrounds and abilities, with over 590 students enrolled from Kindergarten to Year 6, including three multi-categorical classes for students with special learning needs and/or autism.

The school recognises the traditional custodians of the land and the diversity within our community. We value the collaboration between all members of our school community and always strive to provide a trusting and secure environment. We respect the rights and beliefs of others with over 92% of our community coming from a Language Background Other Than English, with over 40 ethnic/cultural groups represented.

Wentworthville has a highly dedicated staff, with diverse teaching experience. The school benefits from a range of enthusiastic early career teachers supported by highly skilled and experienced colleagues. A strength of the staff is their ongoing commitment to collaboration, teamwork and excellence, underpinned by effective professional development opportunities. Teachers work across four Stage Teams, led by Assistant Principals to create teaching and learning programs that provide a range of learning opportunities carefully designed to meet the needs of each student across the curriculum. These highly skilled and dedicated teachers and non-teaching staff provide extensive opportunities for students. Student Wellbeing is supported by Positive Behaviour for Learning, KidsMatter, Focus on Reading, Learning Intentions Success Criteria and 8 Ways Pedagogy. Wentworthville Public School is growing as a community and is identified as one of the new school's upgrade of facilities as part of the School Infrastructure NSW Planning initiative.

Our school is committed to developing each student into a safe and respectful learners. The school values learning and achieving and is committed to demonstrating continuous improvement with a growth mindset across the three strategic areas that form the basis of the 2018–2020 plan.

School planning process

The planning process for Wentworthville Public School began in Term 3, 2017 and has been authentic and collaborative, incorporating all key stakeholders throughout the development of the 2018–2020 Plan. The school recognises the depth and detail of the information provided by its community. This detailed information will be retained and remain available for reference during the life of the Plan.

Students, parents and teachers have been informed regularly of the ongoing process and have been invited to provide feedback about the school through meetings, focus groups and surveys. In particular, the *Tell Them From Me* surveys and consultation groups for the new building upgrade have been an integral component of the process. Data collated from students, parents and staff have provided strong evidence that led to the formation of the 2018–2020 School Plan's Strategic Directions.

To further support this evidence, staff attended meetings to review student achievement data, including NAPLAN, PLAN and Best Start and their connection to the attainment of the school targets. They also considered some 'big picture' future focused thinking as we continue to grow as a school. The previous school plans were also analysed to review the success of target areas and consider specific devices to ensure new directions were specific, measurable, attainable, realistic and timely. Anecdotal evidence and statistics gathered from all these sources provided corresponding results that supported the development of the new strategic directions.

The executive team engaged in a planning day in Term 4, 2017 to engage in robust leadership focussed discussion regarding the school plan and the '*What Works Best*' document. Through their deliberations executive and teaching staff have provided valuable input into the development of the school plan 2018 – 2020. Parents have also attended focus group feedback sessions and have also been presented with the opportunity to reflect on the school plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

High Expectations Ongoing
Success

Purpose:

To create an engaging learning environment underpinned with high expectations and ongoing student success with teaching practices that embed assessment practices for, as and of learning which drive teaching and learning. To embed consistent programming practices that rely on assessment, Learning Intentions Success Criteria and differentiation to provide a curriculum that is dynamic, flexible and responsive to the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 2

Authentic Communication &
Engagement

Purpose:

To foster positive partnerships between the community and the school to ensure we have an inclusive, authentic and supportive school community. Through open and transparent, multimodal communication methods, all members of the school community will feel informed, valued and comfortable to provide feedback actively for the future growth of the school.

STRATEGIC DIRECTION 3

Social and Emotional Wellbeing

Purpose:

To ensure that all students experience targeted whole school programs to develop positive social and emotional wellbeing through explicit teaching of the skills of social awareness, self-awareness, relationship skills, resilience and responsible decision making. In conjunction with considered development of school environments that meet the diverse needs of our students.

Strategic Direction 1: High Expectations Ongoing Success

| Purpose | People | Processes | Practices and Products |
|---|---|---|--|
| <p>To create an engaging learning environment underpinned with high expectations and ongoing student success with teaching practices that embed assessment practices for, as and of learning which drive teaching and learning. To embed consistent programming practices that rely on assessment, Learning Intentions Success Criteria and differentiation to provide a curriculum that is dynamic, flexible and responsive to the diverse needs of our students, staff and community.</p> | <p>Students</p> <p>Develop ability to effectively use technology as a tool for learning.</p> <p>Develop, monitor and evaluate touch typing skills.</p> <p>Staff</p> <p>Development of staff skills to confidently use and embed: assessment for, as and of learning, data analysis, LISC and focussed differentiation to inform students' learning and progress across the curriculum.</p> <p>Analyse PLAN data using the digital data wall to plan and drive programming in order to ensure all students are achieving to the best of their ability.</p> <p>All staff trained in and embedding Focus on Reading, TELL and 8 Ways pedagogies in their teaching and learning programs.</p> <p>Parents/Carers</p> <p>Have high expectations for their child / children and encourage them to be successful learners.</p> <p>Develop an understanding of the information presented in school reports and during parent interviews.</p> <p>Staff</p> <p>Clear understanding of the 'What Works Best' document and The School Excellence Framework to inform teaching practices in order to make sustainable improvements in student outcomes.</p> | <p>Build capacity in staff to understand and use LISC, Differentiation and assessment to drive their teaching and learning programs in all Key Learning Areas.</p> <p>Sustained teaching of the effective use of technology, including touch typing skills, through a focussed and flexible RFF program.</p> <p>Develop teacher knowledge of Sentral Reporting so as to effectively report to parents.</p> <p>Build capacity of staff to analyse and maintain PLAN data in literacy and numeracy through the use of a digital data wall.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Classroom observation • Teaching and Learning programs • External student performance data • Individual Learning Plans • Internal and external surveys | <p>Practices</p> <p>Teachers understand and use the Literacy and Numeracy Progressions, student assessment data and LISC to differentiate teaching and learning programs to meet the learning needs of students.</p> <p>All staff engage in regular structured professional dialogue in order to analyse and use Plan data through the use of the digital data wall.</p> <p>Embedded use of technology as a teaching and learning tool across all Key Learning Areas.</p> <p>All staff engaged in regular structured professional dialogue around the 'What Works Best' document and the School Excellence Framework to inform practice.</p> <p>Products</p> <p>100% of teaching and learning programs are data based, embed LISC and differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.</p> <p>100% of teachers using Sentral Reporting platform to parents.</p> <p>100% of students showing growth in NAPLAN Literacy and Numeracy through the identification of students not reaching benchmarks.</p> <p>Implementation of the Learning Support Team policy, ensuring a successful Learning Support Team.</p> |
| Improvement Measures | | | |
| Growth for all students in all aspects of literacy and numeracy in NAPLAN. | | | |
| 100% of teachers using and embedding the new Literacy and Numeracy Progressions. | | | |
| 'What works best' document being central at team meetings twice a term. New staff provided with professional learning regarding document. | | | |
| All reporting to parents twice per year via Sentral reports. | | | |
| All students achieving a Guided Reading Level 30 upon completion of Year 2. | | | |
| Full implementation of the revised Learning Support Team policy by all teachers to ensure all students identified as being at risk achieve their full potential with personalised learning goals based on the syllabus, literacy and numeracy continuums and the general capability frameworks. | | | |

Strategic Direction 2: Authentic Communication & Engagement

| Purpose | People | Processes | Practices and Products |
|--|--|--|---|
| To foster positive partnerships between the community and the school to ensure we have an inclusive, authentic and supportive school community. Through open and transparent, multimodal communication methods, all members of the school community will feel informed, valued and comfortable to provide feedback actively for the future growth of the school. | <p>Students</p> <p>Student voice and advocacy is encouraged as part of the consultative decision making process to ensure they feel more connected to the school community.</p> <p>Staff</p> <p>Staff are committed to building their capacity to communicate more effectively and efficiently with stakeholders using a variety of technology platforms.</p> <p>Staff are committed to engaging all stakeholders in school based activities and decision making.</p> <p>Parents/Carers</p> <p>Increased parent engagement through improved communication and involvement in educational programs and decision making.</p> <p>Leaders</p> <p>Promote positive partnerships between students, staff and the community through effective leadership, communication and collaboration utilising the consultative decision making process.</p> | <p>Build the capacity of staff to utilise Sentral as a means of communication with stakeholders.</p> <p>Establish the Wenty Community Hub and parent mentors to engage parents, carers and the wider community.</p> <p>Use the consultative decision making process to inform, consult and communicate with stakeholders regarding the new building upgrade.</p> <p>Enable students to connect with their school through improved opportunities for student voice and advocacy.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Internal and external surveys • Feedback from parents / carers • Parent participation • P&C meetings • Student participation • Social media platforms • Focus groups | <p>Practices</p> <p>Wenty Community Hub will engage parent and community participation utilising school and external resources.</p> <p>Consultative decision making process embedded as best practice regarding the new building upgrade.</p> <p>Staff utilising Sentral for various forms of communication and reporting to parents, carers and the community.</p> <p>Students and staff are engaged in using a variety of technology platforms to enable effective, clear and authentic communication.</p> <p>Products</p> <p>Increased participation of parents, carers and community members in school based activities, events and forums with a focus on equality and inclusiveness of all stakeholders.</p> <p>Consultative decision making is embedded as best practice to engage stakeholders to ensure all contributions are valued.</p> <p>Increased capacity of staff and students to utilise a variety of technology platforms to communicate effectively and efficiently with all stakeholders.</p> |
| Improvement Measures | | | |
| By end 2020 improved participation and sustainable inclusive partnerships have been established between the school, parents, carers and community. | | | |
| Increased participation of male parents, carers and community members in school based activities. | | | |
| Improved means of communication to parents and the community established via the Sentral parent portal. | | | |
| Staff and students using efficient and equitable means of communication using various forms of technology. | | | |
| Consultative decision making process embedded as part of authentic and clear communication with all stakeholders. | | | |

Strategic Direction 3: Social and Emotional Wellbeing

Purpose

To ensure that all students experience targeted whole school programs to develop positive social and emotional wellbeing through explicit teaching of the skills of social awareness, self-awareness, relationship skills, resilience and responsible decision making. In conjunction with considered development of school environments that meet the diverse needs of our students.

Improvement Measures

By the end of 2020 all teachers to be trained in the four components of KidsMatter.

Increase the percentage of students consistently demonstrating our Positive Behaviour for Learning expectations.

Opportunities are provided for all classes across the school to use flexible learning spaces including withdrawal rooms, technology rooms, library, outdoor learning spaces and garden areas through collaborative planning.

100% of classes actively participating in weekly Social and Emotional lessons so wellbeing practices are embeded across the school.

Increase and improve the physical spaces within and around the school so as to promote a positive physical learning environment.

People

Students

Build capacity to be resilient, self-aware citizens who maintain positive relationships across the community and display positive mental wellbeing.

Staff

All school staff are empowered to support the social and emotional wellbeing of all students and positively respond when additional support is required.

Parents/Carers

Parents/carers are actively involved in all school events through close partnerships with school staff and high level communication.

Parents/Carers

The community is further invited to participate in future planning and decision making of school initiatives.

Processes

All staff trained in all four components of KidsMatter with new staff trained in all modules as required through considered planning and induction processes.

Conducting the *Tell Them From Me* surveys with staff, students and community. Data gathered used to analyse and inform future focussed school directions and wellbeing projects.

School wide leadership initiatives promoted to staff, students and wider community to ensure all have the opportunities to connect, succeed and thrive.

Increase and improve the physical spaces within and around the school to promote a positive physical environment.

Evaluation Plan

- Internal and external surveys
- Classroom observation
- PL evaluations
- PBL dta
- Student participation rates in wellbeing activities
- LST minutes
- Parent workshops

Practices and Products

Practices

Teachers are consistently and explicitly teaching the values of wellbeing across the school.

All staff will have a student focussed mindset to all activities within the school.

Parents and the community will increasingly engage in wellbeing learning opportunities within the school so as to support their children. They will be informed of PBL and Wellbeing initiatives through the newsletter, assemblies and social media.

All students will exhibit a range of strategies to improve their own wellbeing so as to connct, succeed and thrive.

Students are provided the opportunity to participate as leaders through positive classroom practices, buddy classes and innovative programs across the school.

Products

Students and staff are using consistent language across the school in relation to behaviour expectations.

Staff and students will demonstrate positive, respectful relationships within the school.

Staff will deliver teaching and learning programs that address positive social and emotional wellbeing.

Parent and community members attending school events that develop their skills, knowledge and understanding of social and emotional wellbeing.