

School plan 2018-2020

Wollongong West Public School 3477



School background 2018–2020

School vision statement

At Wollongong West Public School, we will learn, teach and lead for excellence. We will empower students to be successful learners, confident and creative individuals and active and informed citizens of today and for tomorrow.

School context

Wollongong West Public School is a vibrant and dynamic primary school that has served the Wollongong West community for over 90 years. Our school provides a welcoming and supportive environment, built upon high expectations for all.

Our school celebrates and values our diverse community, with 8% of students being Aboriginal and 45% of students learning English as an Additional Language/Dialect.

All elements of quality teaching are embedded in classroom practice ensuring a differentiated, integrated and inclusive curriculum. Student achievement of literacy and numeracy outcomes is a priority for our school, while also highly valuing our strong educational programs across all key learning areas.

Future focused learning is integral at our school. A computer lab, mobile labs and a maker space area ensure students are accessing and interacting with technology through learning experiences, including coding, robotics and enrichment lessons.

Our staff include experienced and expert teachers who implement effective and evidence based teaching practices.

Our school treasures our supportive wider community, encompassing our Parents & Citizens Association, broad parent body and local community members, including Aboriginal Elders.

Standing proudly at the base of Mount Keira, traditionally a women's learning place of the Dharawal nation, our school has beautiful gardens, spacious sporting grounds, an indoor swimming pool and plentiful outdoor learning areas including a permaculture garden.

It is our engaged learners, quality teachers and active wider community that ensures Wollongong West Public School delivers excellence in education.

School planning process

The process for designing our 2018–2020 School Plan commenced in mid 2017.

Following rigorous self assessment to inform External Validation procedures, our school was able to use evidenced based decision making to determine school priorities for the next school plan.

The Appreciative Inquiry method was utilised to guide extensive consultation with our community, encompassing parents/carers, students and staff. Targeted consultation was undertaken with equity groups including our Arabic and Aboriginal community members.

Once our broad strategic directions were decided upon, further consultation with teaching staff enabled the school executive team to further develop our plan. The draft plan was then taken back to our community, including the Northern Illawarra Aboriginal Education Consultative Group, for further engagement and consultation.

This process has resulted in Wollongong West Public School designing a collectively owned, relevant and dynamic document, reflective of localised need and systemic priorities.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Literacy and
Numeracy

Purpose:

To foster a school wide commitment to data informed, collaborative and evidence based pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every child.

STRATEGIC DIRECTION 2

Learning for Today and
Tomorrow

Purpose:

To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems. To equip students with the skills and capabilities to lead their own learning and thrive in a rapidly changing world.

STRATEGIC DIRECTION 3

Quality Teachers and Leaders

Purpose:

To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development. To promote a school culture that is primarily focused on learning, the building of educational aspiration and ongoing growth in performance.

Strategic Direction 1: Excellence in Literacy and Numeracy

Purpose

To foster a school wide commitment to data informed, collaborative and evidence based pedagogical teaching practice where proficiency in literacy and numeracy is the minimum expectation for every child.

Improvement Measures

Consistent, effective and evidence based pedagogies to support quality literacy and numeracy teaching practice will be evident in all classrooms.

All teachers will use formative and summative assessment strategies to inform daily teaching practice.

An increase in the percentage of students achieving proficiency and expected growth in literacy and numeracy using external and internal data sources will be evident.

People

Students

Students will develop a growth mindset as successful learners in literacy and numeracy. Students will actively reflect on their learning and give and receive feedback about their learning.

Staff

Teachers will develop and promote a culture of continual growth and high expectations, where all students are successful learners in literacy and numeracy. Teachers will implement evidenced based pedagogy, facilitate data informed teaching experiences and design quality assessment practices to support student progress.

Leaders

The instructional leadership team will lead a collaborative and coordinated approach to the analysis of data. Leaders will support the development and implementation of consistent, evidence based literacy and numeracy programs and assessments school wide. Leaders will identify and respond to trends at school, group and individual levels and evaluate student learning over time.

Community Partners

Strong partnerships will be fostered within communities of schools to enhance collaborative practice and develop expertise and capacities within and across schools.

Processes

Effective Classroom Practice – Teachers will be committed to identifying, understanding and implementing the most effective, contemporary and explicit teaching methods, with the highest priority given to evidence based teaching strategies.

Quality Assessment – Consistent school wide practices for assessment will be implemented to monitor, plan and report on student learning. Formative assessment and provisions for feedback will be integrated into teaching practice in every classroom.

Data Skills and Use – Student assessment data will be regularly collected, analysed and interpreted to identify achievements and growth in order to reflect on teaching effectiveness and inform future directions.

Evaluation Plan

Data to be utilised to evaluate this strategic direction will be sourced from:

Analysis of SMART data

Ongoing analysis of PLAN data

Analysis of internal summative and formative assessments

Analysis of student work samples

Review of teaching and learning programs

Analysis of feedback: student to teacher, teacher to student and student to student

Practices and Products

Practices

Effective evidence based teaching strategies and methods will be identified, promoted, modelled and implemented school wide.

Formative and summative assessments will be utilised effectively, flexibly and responsively by all teachers to support student learning. Feedback to and from students about their learning will inform further teaching.

A model of distributed instructional leadership will sustain a culture of measuring student achievement and responding effectively. Teachers will collaboratively analyse and interpret student assessment data to inform planning, identify interventions and modify teaching practice to ensure differentiated learning experiences for every child.

Products

A consistent school wide approach to the teaching of literacy and numeracy will ensure the most effective evidence based teaching methods optimise learning progress for all students.

Assessment will be an integral component of daily classroom instruction. School wide processes will support teachers in making consistent evidence based judgments about student learning.

Internal structures will support the collaborative development and implementation of short term cyclic teaching and learning programs in response to the analysis and interpretation of student assessment data.

Strategic Direction 2: Learning for Today and Tomorrow

Purpose

To deliver a rich, personalised and integrated curriculum where students are engaged in diverse learning experiences as critical, curious and creative thinkers who are able to solve complex problems. To equip students with the skills and capabilities to lead their own learning and thrive in a rapidly changing world.

Improvement Measures

Increased levels of student wellbeing and engagement school wide will be evident.

All class and individual programs will show adjustments to meet the learning needs of all students.

All teachers will design and implement future focused learning experiences through inquiry based units of work.

All teachers will embed a technology rich curriculum within classroom teaching and learning programs.

People

Leaders

School leaders will foster a culture where learning and wellbeing are interrelated and mutually dependent. Leaders will coordinate the collaborative development and teaching of integrated, student directed and inquiry based learning within future focused, technology rich environments.

Staff

Teachers will collaboratively develop and implement future focused, integrated and inquiry based learning experiences that foster engaged and successful lifelong learners and leaders. Teachers will differentiate tasks to meet the learning and wellbeing needs of all students.

Students

Students will be empowered to achieve success through engagement in a rich, personalised and future focused curriculum. Students will be challenged, creative and engaged learners and leaders developing into confident, active and informed global citizens.

Community Partners

Community alliances will support rich and authentic learning experiences within a future focused curriculum.

Processes

Connect, Succeed, Thrive and Learn –

School wide processes will support the learning and wellbeing needs of every student. Teaching and learning programs will address individual student need, ensuring that all students are supported, challenged and successful.

Innovative Learning – A child centred learning environment will be fostered where each student is engaged in student directed, inquiry based and authentic learning experiences within an integrated curriculum.

Technology for Learning – A technology rich learning environment will be created where the use of new and emerging technologies is effectively and expertly integrated into all areas of the curriculum.

Evaluation Plan

Data to be utilised to evaluate this strategic direction will be sourced from:

Achievement of personalised learning goals

Analysis of Individual Learning Plans

Analysis of Tell Them From Me data

Analysis of internal summative and formative assessment tasks

Analysis of student work samples

Review of teaching and learning programs

Analysis of feedback: student to teacher, teacher to student and student to student

Practices and Products

Practices

The physical, social, cognitive, spiritual and emotional needs of every child will be supported within a positive and productive learning environment. Collaborative planning for personalised learning experiences will be informed by holistic information about each child's learning needs.

Teachers will facilitate rich, integrated, inquiry based learning experiences, underpinned by innovative and contemporary pedagogies.

Class teachers will explicitly teach skills in technology use and regularly utilise technology to support learning across all key learning areas.

Products

A school wide collective responsibility for student learning, engagement and success will be evident. Teaching and learning programs and individual learning plans will show adjustments to address individual learning needs.

Inquiry based units of work will be developed and implemented school wide, developing learners as creative individuals, critical thinkers, active collaborators and effective communicators. Flexible learning spaces will exist to support contemporary and innovative teaching methodology.

A school wide scope and sequence will be developed and implemented, where the explicit teaching of skills in technology use will be integrated into every class program.

Strategic Direction 3: Quality Teachers and Leaders

Purpose	People	Processes	Practices and Products
To foster a culture of continual school improvement where teachers as leaders are committed to individual and collective learning and development. To promote a school culture that is primarily focused on learning, the building of educational aspiration and ongoing growth in performance.	Leaders Leaders will support school development through evidence based practices that promote high expectations and success for all. Leaders will implement the principles of evaluative thinking and work collaboratively with all stakeholders to drive ongoing school improvement.	Performance and Development – Quality teaching practice will be developed and sustained through rigorous, timely and evidence based professional learning, aligned to the school plan and reflective of localised need and systemic priorities.	Practices Teachers will be committed to developing their own capacities as teachers and leaders through professional dialogue, collaboration, coaching, mentoring, observation, the modelling of effective practice and the provision of feedback.
Improvement Measures	Parents/Carers Parents/carers will be active, engaged and supportive partners in the learning of their child. Parents/carers will value schooling, support high attendance levels for students and have high expectations of student achievement.	Learning Alliances – Strong partnerships will be fostered where teachers actively collaborate and share expertise to improve school and community of school practice.	Teachers and leaders will share and embed best practice within an enhanced curriculum across learning communities through quality professional learning, collaborative planning and shared use of resources.
Effective engagement and collaboration within communities of schools to share quality teaching practice and deliver innovation will be evident.	Community Partners Strong partnerships will be fostered to deliver rich, relevant and authentic learning experiences.	Family and Community Partnerships – All stakeholders in the school community will have high expectations of student success and will be focused on the ongoing attainment of learning outcomes.	Strong collaborative practices between teachers, students, parents/carers and community members will exist where student achievement, growth and aspirations are regularly shared, valued, discussed and celebrated.
Increased levels of parent/carers engagement in student learning will be evident.	Students Students will be committed to the pursuit of excellence, supported by strong collaboration between all stakeholders. Students will be successful learners throughout all stages of schooling as a result of comprehensive transition initiatives.	Evaluation Plan Data to be utilised to evaluate this strategic direction will be sourced from:	Products Embedded and explicit systems to support teacher performance and development will be in place to drive ongoing school wide improvement in teacher practice. Processes will support teachers working towards attainment of accreditation at higher levels.
	Staff Teachers will be relentlessly committed to developing the capacities of themselves and others. Teachers will actively engage with families to enhance parent/carers understanding of student learning and the attainment of outcomes.	Analysis of Performance and Development Plans.	Professional networks will be fostered to support ongoing teacher development and school improvement. Effective processes will be in place to support continuity of learning for all students at transition points.
		Achievement and maintenance of teacher accreditation at all levels	Timely, inclusive and accessible processes will be in place school wide to build and sustain strong community and family partnerships to enhance the learning experiences and aspirations of every child.
		Analysis of professional learning evaluations, coaching notes and feedback following lesson observations	
		Analysis of student attendance data	
		Analysis of Tell Them From Me data	
		Analysis of People Matter Employee Survey	
		Analysis of parent/carers attendance data and evaluations following conferences, interviews and community events.	