

School plan 2018-2020

Wyee Public School 3522



School background 2018–2020

School vision statement

Wyee Public School, in partnership with the community, is committed to providing individualised learning and supporting student wellbeing in order to build resilient students, inspired to reach their potential in a complex and dynamic world.

School context

Wyee Public School opened in 1879. It now has an enrolment of 209 students in 9 classes, including 31 Aboriginal students. The school is located in the bush setting of Wyee, which is part of the Lake Macquarie Council area. The students and staff enjoy an attractive physical environment of many gardens, trees and wide open play areas. The school continues to pride itself on being a welcoming and friendly school, which works in close partnership with parents, local businesses and the wider community. We have strong partnerships with our 5 partner primary schools and the local high school in our learning alliance (Western Shores Learning Alliance), the Itji–Marru Aboriginal Education Consultative Group and the local pre-school. Parents are engaged in their children's learning and actively participate in a wide range of school activities across all aspects of school life.

Our school delivers a range of evidence based teaching and learning practice. We have been an Early Action for Success school since 2017. In 2018, we have introduced a Curriculum Leader who oversees the progress of each student in Years 3–6. Ongoing teacher professional learning ensures classroom practice is up to date and these programs are implemented effectively to improve student outcomes. Teachers regularly engage in Data Talks, working collaboratively to ensure targeted intervention programs are successful.

Wyee PS students have access to a range of extra-curricular activities including sport, band, choir, dance, public speaking, debating, an environmental group, Aboriginal cultural groups and GATS programs. Innovative ICT opportunities are provided across the school.

We are a PBL school and readily promote our 3 school expectations of being Safe, Respectful and Engaged.

We have an active P&C and close ties with local businesses who support the school and our students.

School planning process

The school planning process involved consultation with students, staff, parents and community members. Extensive evaluation was completed throughout 2017 as part of the external validation process. Deep level analysis of NAPLAN and school based continuum and student report data was also undertaken. Students, staff and parents participated in a survey completing an X chart identifying: Things to keep, Things to Change, Things to Go and New Ideas for the school. These evaluations provided particularly useful information related to community values, student aspirations for the future and staff priorities. This information was discussed with the P&C Association. The three strategic directions of this school plan have been developed through this process and rigorous analysis of school data has informed the key improvement measures. The school has also been involved in consultation with all schools in the Western Shores Learning Alliance to establish common focus areas within each of our school plans, committed to a collaborative approach to learning innovations. Furthermore, consultation has been undertaken with the Itji Marru Aboriginal Education Consultative Group to ensure a focus remains for improved engagement and outcomes for Aboriginal students. Finally, the DoE Strategic Plan and the School Excellence Framework have also been drivers, assisting in shaping this plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Learning: for all
students, at all times

Purpose:

Students engaging in rich learning experiences, tailored to their needs, will develop foundation skills in literacy and numeracy and the vital skills required to be responsible citizens and flourish now and in the future.

STRATEGIC DIRECTION 2

Quality Teaching: every
classroom, every day

Purpose:

Quality teaching using data, evidence-based teaching strategies and staff working collaboratively will build teacher capacity to improve student outcomes.

STRATEGIC DIRECTION 3

Quality Leading: high
expectations, innovation and
community partnerships

Purpose:

Strong, strategic and effective leadership will develop a shared sense of responsibility within the whole school community for the engagement, learning, development and success of all students.

Strategic Direction 1: Quality Learning: for all students, at all times

Purpose	People	Processes	Practices and Products
<p><i>Students engaging in rich learning experiences, tailored to their needs, will develop foundation skills in literacy and numeracy and the vital skills required to be responsible citizens and flourish now and in the future.</i></p>	<p>Students</p> <ul style="list-style-type: none"> • Build skills to form positive relationships with peers and staff in order to connect, succeed, thrive and learn. 	<p>Learning Transitions</p> <p>The school will establish professional connections with relevant educational centres and key stakeholders to support continuity of learning across settings.</p>	<p>Practices</p> <ul style="list-style-type: none"> • The school collects and analyses information to support student's success with transitions
<p>Improvement Measures</p> <p>Increase the percentage of students across the school with attendance rates at or above 94%.</p> <p>Student TTFM surveys show an increase in school scores to equal or meet the NSW Govt Norm in the areas of 'Students with a positive sense of belonging', 'Positive Behaviour at school' and 'Positive learning climate'</p> <p>Increase in the % of students in the top 2 NAPLAN bands in Year 3 and 5 NAPLAN in Reading, Writing and Numeracy.</p>	<p>Staff</p> <ul style="list-style-type: none"> • Openly share information regarding students with key stakeholders to support transitions. • Consistently model behaviour and form positive relationships with the whole school community. <p>Parents/Carers</p> <ul style="list-style-type: none"> • Adopt the school wide expectations underpinning wellbeing processes as positive role models. • Develop an understanding of the importance of working collaboratively with school staff. <p>Community Partners</p> <ul style="list-style-type: none"> • Work collaboratively with the school to supply and/or receive and act upon information relevant to student transitions. <p>Leaders</p> <ul style="list-style-type: none"> • Foster a culture of collaborative partnerships within and beyond the school community. 	<p>Wellbeing</p> <p>Whole school wellbeing processes will be implemented across the school.</p> <p>Assessment</p> <p>Consistent school-wide practices for assessment are used to monitor, plan and report on student learning.</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> • Student surveys • Parent surveys • Attendance Rates • SRC /Focus groups • TTFM surveys • Sentral behaviour data • Suspension Rates • Assessment data • Student reports • Charting and self-assessment against SEF 	<ul style="list-style-type: none"> • Expectations of behaviour are co-developed with students, staff and the community and are explicitly, consistently and supportively applied across the school. • Assessment is a tool that supports learning across the school and is used to inform teaching and identify learning progress of individual students and cohorts. <p>Products</p> <ul style="list-style-type: none"> • The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points. • Wellbeing programs are in place. Positive and respectful relationships are evident and widespread among students and staff, promoting student wellbeing to ensure optimum conditions for students' learning across the whole school. • The school uses systematic and reliable assessment information to evaluate student learning and implement changes in teaching.

Strategic Direction 2: Quality Teaching: every classroom, every day

Purpose	People	Processes	Practices and Products
<p><i>Quality teaching using data, evidence-based teaching strategies and staff working collaboratively will build teacher capacity to improve student</i></p>	<p>Students</p> <p>Engage in differentiated learning and respond to feedback to achieve individual learning goals.</p>	<p>Evidence-based Pedagogy</p> <p>Provide high quality professional learning which is evidence-based and proven to impact on the quality of teaching to improve practice.</p>	<p>Practices</p> <ul style="list-style-type: none"> Teachers engage in professional learning based around evidence-based teaching strategies and implement these strategies within their classroom.
Improvement Measures	<p>Staff</p> <p>Ability to plan and teach using evidence based teaching strategies, analyse data to inform teaching and engage in collaborative practices.</p>	<p>School-wide Data Systems</p> <p>Utilise school-wide data systems and practices to track and monitor student progress and inform teaching.</p>	<ul style="list-style-type: none"> Every teacher uses data to inform their teaching directions and monitor and assess student progress and achievement.
<ul style="list-style-type: none"> Increase % of students achieving 'equal to or greater than expected growth' in Year 5 NAPLAN Reading and Numeracy 	<p>Parents/Carers</p> <p>Develop understanding of school programs and systems in place to support student learning.</p>	<p>Collaborative Practice and Feedback</p> <p>Use of explicit systems for collaboration and feedback to sustain quality teaching practice.</p>	<ul style="list-style-type: none"> Teachers engage in professional discussion, collaborative planning, negotiated observations and reflection on practice.
<ul style="list-style-type: none"> Increase % of students achieving 'equal to or greater than expected growth' in Year 7 NAPLAN Reading and Numeracy 	<p>Leaders</p> <p>School executive adopt a coordinated approach to provide professional learning, opportunities for collaboration and feedback to ensure quality teaching and use of data analysis exists.</p>	<p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> Professional Learning plan Teaching Program supervision Photos and videos of learning environments Data recording sheets Data talk meeting minutes Classroom observation feedback sheets TTFM Teacher Survey Charting and self-assessment against SEF 	<p>Products</p> <ul style="list-style-type: none"> Evidence-based teaching strategies are evident in all teaching programs and observable in every classroom.
<ul style="list-style-type: none"> TTFM teacher survey results will remain equal to or above NSW Govt Norm in the domains of 'Collaboration', 'Data Informs Practice' and 'Quality Feedback'. 			<ul style="list-style-type: none"> Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. Explicit systems that facilitate professional dialogue, collaboration, modelling of effective practice, classroom observation and feedback are embedded.

Strategic Direction 3: Quality Leading: high expectations, innovation and community partnerships

Purpose	People	Processes	Practices and Products
<p><i>Strong, strategic and effective leadership will develop a shared sense of responsibility within the whole school community for the engagement, learning, development and success of all students.</i></p>	<p>Students</p> <p>Connect and engage to become leaders of their own learning and mindful global citizens.</p>	<p>Instructional Leadership</p> <p>School executive team supports staff to achieve high standards, improve teacher quality and develop their leadership capacities, while ensuring sustained and measurable whole school improvement.</p>	<p>Practices</p> <ul style="list-style-type: none"> • All staff utilise performance development processes to continuously monitor improvement. • The leadership team embeds clear processes to ensure effective implementation and monitoring of the school plan. • Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. • Technology is used effectively to enhance learning. • The school regularly solicits and addresses feedback on school performance, and promotes parent and community involvement within the school.
Improvement Measures	<p>Staff</p> <p>Classrooms need to be flexible and responsive to student needs with students engaging in critical and creative thinking.</p>	<p>Facilities and Technology</p> <p>The physical environment is used creatively to ensure it optimises learning. Staff integrate a range of technology into lessons to support student learning.</p>	
<ul style="list-style-type: none"> • PDF processes identify continual improvement in teacher quality and striving for improvement. • On the Parent TTFM survey the school scores will increase to meet or exceed NSW Govt Norm in the element of 'Parents Feel Welcome'. The school mean will remain equal to or above NSW Govt Norm and in the element of 'School Supports Learning' • Quality leadership is evident and indicated on the Teacher TTFM survey, in the area of 'Leadership' with school mean remaining above NSW Govt mean. 	<p>Parents/Carers</p> <p>Demonstrate an understanding of the schools educational directions and a willingness to provide feedback to contribute to school improvement.</p>	<p>Community Engagement</p> <p>Staff, parents and community members work collaboratively to support a culture of high expectations and measureable whole school improvement.</p>	
	<p>Leaders</p> <p>The school executive team analyses, reports and acts upon feedback to achieve sustained and measureable whole school improvement.</p>	<p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> • Staff PDPs • Regular collection of evidence and milestone monitoring • Classroom observations • Photos/Video of classroom settings and students using technology • Parent PL programs • Parent Helper timetables • TTFM surveys • Staff/student/parent feedback • Charting and self-assessment against SEF 	<p>Products</p> <ul style="list-style-type: none"> • The school demonstrates a high performance culture, with a clear focus on student progress and quality service delivery. • Monitoring, evaluation and review processes are embedded. • Teachers know and understand the needs of their students, are flexible and select from a range of teaching strategies including technology to support learning. • The leadership team measures parent/student satisfaction and shares its findings and actions. • Parents and community members are engaged in learning and work together as a cohesive educational community.