

# School plan 2018-2020

## Wyong Public School 3527



# School background 2018–2020

## School vision statement

*Wyong Public School is committed to delivering high quality teaching and learning programs which provide 21st Century learners the opportunity to reach their full potential. Our school promotes student engagement, active citizenship, resilience, self-esteem and students who are supported in their pursuit of excellence.*

## School context

Our school students represent a wide range of backgrounds. Wyong has 467 students. We currently have 20 classes which include two Opportunity Classes (OC) one MC –Multi Category and one Emotionally Disturbed class. The school caters for a wide range of needs and learning abilities. Classes are formed into Grade / Stage groups to maximise student learning.

The school has a focus on quality teaching and learning to improve student learning outcomes. School priorities are literacy, numeracy, building leadership and increasing student engagement through technology in teaching and learning. Our school funding in equity and tied funding is used to support all students in the classroom with support staff, SLSO as well as Quality Teaching across the school. These funds are also strategically used to provide additional training and development for all staff.

Wyong Public School has a strong student wellbeing program and is committed to Positive Behaviour for Learning. High expectations of student academic achievement are evident as well as successful programs in the performing arts and sport.

Wyong is part of the local Wyong Learning Community and is a proud member of the Local Ngarra AECG. The school works closely in partnership with the SACC (Schools as Community Centre) on our school site that provides many services and programs for 0–8 years families and children.

## School planning process

Consultation with the school community including the NGARA AECG has been undertaken throughout all stages of the formulation of the plan for 2018–20.

Students have completed surveys; Parents and caregivers have participated in surveys and in discussions at the Parents and Citizens meetings to devise the three strategic directions.

Staff members have actively contributed to all aspects of the school plan through various meetings at executive, committee and whole staff level. Staff surveys have been conducted, research has been undertaken and shared with assessment data being analysed to inform future planning.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Quality teaching and learning

### Purpose:

To create a strong learning environment underpinned by high expectations and evidence-based literacy and numeracy teaching practices to provide differentiated curriculum that is reflective and relevant to meet the diverse needs of our students, staff and community.

## STRATEGIC DIRECTION 2

Building leadership capacity

### Purpose:

To build the capacity of staff and students by creating the opportunities and experiences for development, collaboration and expertise.

## STRATEGIC DIRECTION 3

Effective communication and connections

### Purpose:

To increase high quality community communication and the visible learning of students, staff and the broader community.

# Strategic Direction 1: Quality teaching and learning

## Purpose

To create a strong learning environment underpinned by high expectations and evidence-based literacy and numeracy teaching practices to provide differentiated curriculum that is reflective and relevant to meet the diverse needs of our students, staff and community.

## Improvement Measures

80% of K–2 students will be reading at or above the following reading levels – Kindergarten L 9; Year 1 L 18; and Year 2 L 22; and 90 % of Year 2 students displaying facile strategies by the end of 2020.

The percentage of year 3 and 5 students in the top two bands for literacy, NAPLAN by 2020, has increased by 9% overall;

Reading – Year 3 – 18%–27%; Year 5 39%–48%; Year 7 35–44% (baseline 2017 NAPLAN)

Writing – Year 3 – 38.6%–47%; Year 5 17.9%–26.9% (baseline 2017 NAPLAN)

The percentage of year 3 and 5 students in the top two bands for Numeracy, NAPLAN by 2020, has increased by 9% overall; Year 3 – 12% – 21%; Year 5 31%–40%; Year 7 29%– 38% (baseline 2017 NAPLAN)

The percentage of ATSI year 3 and 5 students in the top two bands for Reading, in NAPLAN 2020, has increased by 9% overall; Year 3 – 14%– 23%; Year 5 – 25% – 34%; Year 7 18%–27%. The percentage of ATSI year 3 and 5 students in the top two bands for Numeracy, in NAPLAN 2020, has increased by 9% overall; Year 3 0%

## People

### Staff

Understand the importance and analysis student progress and achievement data and a range of other contextual information. Teachers understand the need to respond to trends in student achievement at an individual, group and whole school levels.

### Students

Students understand what they need to learn next to enable continuous improvement.

### Parents/Carers

Understand the provision of information on how to effectively assist their child in Literacy, Numeracy and Technology at home (IL/ exec).

## Processes

Use evidence-based teaching practices and implement high quality professional learning in literacy and numeracy.

Regular collection and analysis of qualitative and quantitative data in 5 week blocks to set small short-term goals.

## Evaluation Plan

- Staff and students complete self-reflection tools such as Tell Them From Me survey and 360 reflection tool.
- PDP's
- Meeting minutes, lesson plans / observations and professional learning
- NAPLAN analysis

## Practices and Products

### Practices

Professional learning for knowledge and use of learning progressions.

Teachers (K–2) enter data using the learning progressions.

All teachers analyse data to inform teaching and learning.

Quality teaching rounds are established 3–6 with executive staff and stages as a starting point.

### Products

Teaching and learning programs demonstrate differentiation and are flexible.

Teaching and learning programs are differential and flexible, based on teacher and student reflections, assessments and learning progress.

# Strategic Direction 1: Quality teaching and learning

## Improvement Measures

–9%; Year 5 – 12%– 21%.; Year 7  
12%–21%

## Strategic Direction 2: Building leadership capacity

Purpose	People	Processes	Practices and Products
To build the capacity of staff and students by creating the opportunities and experiences for development, collaboration and expertise.	<p><b>Students</b></p> <p>Develop the skills, knowledge and capabilities to equip them with the necessary skills to take on leadership roles within the school.</p> <p><b>Staff</b></p> <p>Value opportunities to undertake leadership training and development to increase leadership capabilities and interest in leadership roles within the school.</p> <p><b>Leaders</b></p> <p>Understand the need to adopt a coordinated and consistent approach to leading their stage and project teams through the use of core agendas. Including reading, numeracy, L3 and the leaning progressions.</p> <p><b>Community Partners</b></p> <p>Value their partnership with the school to assist students in building the confidence to take on leadership opportunities within the school.</p> <p><b>Parents/Carers</b></p> <p>Understand that leadership skills enhance their child's self confidence.</p> <p><b>Leaders</b></p> <p>Leaders and aspiring leaders will be given opportunities to further develop their leadership capabilities in the areas of Reading, Numeracy and learning progressions.</p>	<p>Implementation of a whole school integrated approach to leadership (in school curriculum / school activities) to build staff capacity and embed a systems approach for continuous improvement.</p> <p>Implement a student leadership approach in which students can acquire, further develop and successfully demonstrate leadership in a range of academic and extra curricular fields.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• PDP's</li> <li>• Focus groups; surveys of school community and students</li> <li>• Professional learning records</li> <li>• Teacher accreditation</li> <li>• Student participation in leadership / cultural / sport</li> </ul>	<p><b>Practices</b></p> <p>Shared school-wide responsibility is evident through purposeful leadership, quality teaching and learning and community engagement.</p> <p>Shared school-wide opportunities for student leaders to build leadership capacity across all grades K-6.</p> <p>Enhanced leadership capacity reflected in greater collaboration, self-reflection, higher expectations and cohesive school teams.</p> <p><b>Products</b></p> <p>Hard work will pay off when our students have enhanced leadership capacity reflected in greater opportunities, improved visibility and cohesive student leadership teams.</p> <p>Staff will have stronger opportunities to lead in various areas of the school and broader area such as co-teaching, LMG, AECG, extra curricular activities and as executive in mentoring / coaching.</p>
Improvement Measures			
More than 15% of students in Years 5 & 6 have a leadership role in the school by 2020.			
More than 30% of teachers undertake leadership roles and responsibilities within the school. By 2020.			
Use tools such as Learning Bar, Tell Them From Me and 360 reflection tool to measure the improvement in leadership opportunities and capacity for staff.			

# Strategic Direction 3: Effective communication and connections

Purpose	People	Processes	Practices and Products
To increase high quality community communication and the visible learning of students, staff and the broader community.	<p><b>Students</b></p> <p>Understand how the wider community contributes to their learning, increasing student voice.</p> <p><b>Parents/Carers</b></p> <p>Understand the educational value (models of learning) that underpin the school's educational philosophy. They demonstrate support for the school's position with their children and in the community and are active partners in embedding these into the school's culture.</p> <p><b>Leaders</b></p> <p>Value a consistent approach to communicating with all levels of the school community (website; online newsletter; twitter notices; Facebook, school application – Skoolbag; class DoJo)</p> <p><b>Staff</b></p> <p>Understand that open and effective lines of communication assist to enhance students performance. (DoJo; Skoolbag; reporting)</p>	<p>Implement a whole school approach plan to community engagement and communication to broaden student learning opportunities and school improvement.</p> <p>Draw on research-based best practices to develop and implement high quality, visible learning that is individualised and fluid based.</p> <p><b>Evaluation Plan</b></p> <p>Progress toward improvement measures will be evaluated through monitoring and evaluating the effectiveness of community partnerships and its effect on student engagement through focused interviews and student/parent/community self-assessment.</p>	<p><b>Practices</b></p> <p>From now on, shared school-wide responsibility is evident through quality teaching and learning, teacher reflection, continuous and meaningful communication and community engagement.</p> <p>Improved capacity of staff as they undertake professional learning from expert source and share best practice from community networks.</p> <p>The development of teacher led tutorials/videos to be posted on the school website and social media as well as parent sessions (literacy / numeracy / PBL led).</p> <p><b>Products</b></p> <p>Our hard work will enhance teacher capacity, reflect in greater collaboration, self-reflection, high expectations and cohesive school teams.</p> <p>Our hard work will include strong attendance and involvement rates of community members at school events and interviews. ( Kindergarten sessions in school expectations, literacy and numeracy programs and school PBL systems).</p>
Improvement Measures			
<i>Increase parent visitation (50%) to the school Facebook (likes increased 100%) social media platform and website (20%) 2018 baseline ( 150 views / week) by 2020.</i>			
Improved parent/community participation in giving feedback using survey tools (TTFM data 10% Baseline 2018) by 2020 (30%)			
Improved feedback from teachers to students about student learning and achievement (Baseline regular 40% 2018) by 2020 100% – EAfS / Assessment.			