

# School plan 2018-2020

## Wiripaang Public School 3762



# School background 2018–2020

## School vision statement

At Wiripaang we aim to provide an environment that develops positive, resilient and life long learners who are intrinsically motivated and resilient citizens. We endeavour to provide opportunities to allow our students to develop the dispositions of critical and creative learners who strive for greatness.


## School context

Wiripaang Public School is a P2 K–6 school, situated in the suburb of Gateshead in the city of Lake Macquarie. It has a Family Occupation and Education Index (FOEI) of 184, with the state average being 100. The school serves a complex community with high needs. The student representation is inclusive of 33% Aboriginal enrolment and 6% Islander heritage. NAPLAN data over the past three years reflects complexity with school performance under that of state expectation but recently there has been growth in individual performance in terms of meeting expected growth. The school is an Early Action for Success school which provides extra resources for targeted programs and focusing explicitly on improving student outcomes in Literacy and Numeracy K – 2. Consistent collection and analysis of data, early transition programs, Speech Therapy and intervention programs enhancing the opportunities for students to be taught explicitly at point of need and on their personalised learning continuum. The executive leadership team has recently undergone significant change and continues to nurture the strong culture of collaboration and professional growth through effective instructional leadership. Wiripaang Public School has 11 classes, 8 mainstream and 3 within a Support Unit. The Support Unit consists of a Moderate and Severe Intellectual Disability (IO) class, a Mild Intellectual Disability (IM) class and a Multi Categorical (MC) class.

## School planning process

Information has been gathered via extensive student, staff and community consultation. The community has been involved in information gathering through P&C meetings, school surveys, community polls and feedback via social media forums. Staff have participated in surveys, individual and peer evaluative discussions, stage based and executive discussions to determine future planning aspects about the school and areas of student growth and learning outcome impact. Data analysis has occurred around student well-being and achievement, particularly considering internal and external data sources, student well-being records, staff surveys, Learning and Support Team referrals and Tell Them From Me survey results. Student surveys and forums have been held to discuss both the current culture of the school and possible directions for the future. Students have been given a voice, through a newly developed Student Representative Council and through 'Tell Them from Me' surveys. Consultation with key curriculum teams, including our Aboriginal Education team 'WiriMob' has also occurred to determine future directions and all staff have been involved in the process of mapping milestones. Consultation with a critical colleague, the Wiripaang PS P&C and the Aboriginal Education Consultative Group Inc.(AECG) has occurred in the final stages of this plan.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Learning for the future

### Purpose:

To develop confident, resilient, adaptable learners, fostering growth in social and emotional capabilities. Engaging students in their learning to ensure they are confident in making decisions and strengthening relationships that empower their future.



## STRATEGIC DIRECTION 2

Teaching for impact

### Purpose:

To develop effective, committed, collaborative teachers who focus on student growth through a school wide approach to innovative curriculum delivery, utilising evidence based practices.



## STRATEGIC DIRECTION 3

Leading for improvement

### Purpose:

To develop instructional, collaborative, strategic leaders that successfully deliver whole school improvement with a culture of high performance and high expectations.

# Strategic Direction 1: Learning for the future

Purpose	People	Processes	Practices and Products
<p>To develop confident, resilient, adaptable learners, fostering growth in social and emotional capabilities. Engaging students in their learning to ensure they are confident in making decisions and strengthening relationships that empower their future.</p>	<p><b>Students</b></p> <p>Students articulate their learning goals, demonstrate their understanding and respond with resilience.</p> <p>Students provide feedback to improve differentiated learning opportunities for themselves and others.</p>	<p><b>Evidence based practices drives literacy and numeracy acquisition across all subject areas</b></p> <p>Learners receive engaging literacy and numeracy experiences.</p>	<p><b>Practices</b></p> <p>Continuous collaboration and action learning with an explicit teaching approach to literacy and numeracy.</p> <p>Teachers utilise student contribution of learning feedback to improve teaching and learning practice and data based programs.</p> <p>Collect, analyse and use data (parent, student survey) to improve student wellbeing and engagement resulting in improved learning outcomes.</p>
Improvement Measures	Staff	Quality learning environments	Products
<ul style="list-style-type: none"> <li>All students achieve expected growth in internal and external data sources.</li> <li>Wellbeing data indicates improved relationships between students as identified in survey results.</li> <li>Parents demonstrate improved engagement in their child's learning using a range of surveys, attendance data and feedback.</li> </ul>	<p><b>Staff</b></p> <p>Teachers utilise collaborative practices to ensure consistent learning opportunities for students.</p> <p>Teachers support learners in engaging to achieve expected growth and take ownership of their goals.</p>	<p>Classrooms clearly reflect the agreed practices of the school through improved systems, professional learning and programs.</p>	<p>Structures are in place to ensure regular learning opportunities for collaboration to plan, reflect and deliver evidence informed pedagogy.</p>
	<p><b>Leaders</b></p> <p>Leaders utilise collaborative practices to ensure consistent learning opportunities for staff.</p> <p>Leaders build capacity of staff by ensuring consistency of systems, pedagogy and practices.</p>	<p><b>Research informed programs for wellbeing and engagement</b></p> <p>Students engage with quality wellbeing programs and practices.</p>	<p>Teaching and learning programs are data based, differentiated for individual student needs, provide opportunities for students to articulate their learning and motivate students to continually improve.</p>
	<p><b>Parents/Carers</b></p> <p>Parents/carers actively engage in their child's learning.</p>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Tell Them From Me/ KidsMatter/ Online feedback platforms.</li> <li>Charting and evaluation of progress against the School Excellence Framework.</li> <li>Reflection and reporting on the impact and implementation of the Milestones monitoring document.</li> <li>Focus groups and forums.</li> <li>Analysis of internal and external data.</li> <li>NAPLAN analysis.</li> </ul>	<p>Wellbeing programs and systems result in improved student wellbeing and engagement.</p>
	<p><b>Community Partners</b></p> <p>The community demonstrates an understanding of the support they can provide to our students and families.</p>		

## Strategic Direction 2: Teaching for impact

### Purpose

To develop effective, committed, collaborative teachers who focus on student growth through a school wide approach to innovative curriculum delivery, utilising evidence based practices.

### Improvement Measures

- Literacy and Numeracy Learning Progressions show continuous growth.
- Teaching and non-teaching staff Professional Development Plans reflect achievement of goals.
- Teacher personal reflection using the AITSL Classroom Practice continuum resulting in personal growth.

### People

#### Students

Students articulate their learning goals and understand what success looks like.

Students are engaged in innovative lessons.

#### Staff

Staff engage in professional dialogue and consultation to determine an agreed approach to pedagogy and data collection.

Staff evaluate professional learning and are supported to implement effective strategies to improve teaching practice.

#### Leaders

Leaders support teachers to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practices.

#### Parents/Carers

Parents/Carers provide feedback on the impact of teaching.

Parents/Carers are increasingly active in collaborative decision making relating to curriculum delivery and design.

### Processes

#### Effective classroom practice

School wide systems build teacher capacity to effectively deliver evidence based practice.

#### Data analysis

Quality, valid and reliable data drives teaching.

Systems are in place to collect data that reflects the teachers learning goals and quality learning programs.

#### High quality professional learning

Professional learning is driven by teaching and learning needs and combines collaboration, consultation, evaluation and feedback to improve student growth.

### Evaluation Plan

- Analysis of internal and external data.
- Parent response rates and feedback.
- Analysis of teaching programs.
- Lesson observations and feedback.
- AITSL Classroom Practice Continuum.
- Evaluation of professional learning.
- Professional development plans.
- Charting and evaluation of progress against the School Excellence Framework.

### Practices and Products

#### Practices

Through collaboration and research, an agreed approach to pedagogy is defined, modelled and delivered in all classrooms.

Deep analysis of data informs teaching that results in continuous improvement.

Staff collaborate and provide feedback to improve explicit and innovative teaching and learning.

#### Products

An agreed approach to pedagogy is demonstrated by all staff, through lesson planning and curriculum delivery.

All programs reflect the deep analysis of data which drives a five weekly teaching cycle.

Professional learning is documented, evaluated and reviewed to determine impact and future direction.

# Strategic Direction 3: Leading for improvement

## Purpose

To develop instructional, collaborative, strategic leaders that successfully deliver whole school improvement with a culture of high performance and high expectations.

## Improvement Measures

- Wellbeing data indicates a reduction in conflicts as a result of effective positive peer relationships.
- Data is used more effectively to drive school improvement through self assessment practices using quality pieces of evidence.
- Opportunities through engagement in distributed instructional leadership.

## People

### Students

Students demonstrate leadership capabilities supporting a shared culture of high expectations based on explicit values. Student leaders mentor and support the student body K–6.

Students actively engage in leadership and positive peer support opportunities.

### Staff

Staff embed instructional leadership at classroom level to contribute to a whole school culture of continuous improvement.

Staff engage in collaborative practices and contribute to the accountability of school improvement and performance.

### Leaders

Leaders model a culture of high expectations for all and support others to develop their own leadership capacity.

## Processes

### Engaging instructional leadership

Leadership teams (executive, curriculum and student) establish, develop and plan for a culture of high expectations and continuous improvement.

### Strategic systems, structures and processes

Leadership teams allocate resources strategically resulting in improved outcomes and shared accountability.

Building sustainability of the leadership teams through highly effective systems.

### Systematic Evaluation

Leadership teams systematically and regularly review systems and practices to gauge the impact of the School Plan and to inform future improvements.

## Evaluation Plan

- Tell Them From Me Surveys.
- Charting and evaluation of progress against the School Excellence Framework.
- Internal Surveys.
- Analysis of internal data.
- KidsMatter survey.
- Review of strategic and financial resources.
- Centre for Education Statistics and Evaluation (CESE) What Works Best Reflection Guide.

## Practices and Products

### Practices

Leadership teams establish a culture of ongoing improvement through regular, consultative forums ensuring planning is actioned and promoting high expectations.

Distributive leadership delivers programs, assets, technology and resources that improve student outcomes and shared accountability.

The executive leadership team create opportunities to evaluate successful delivery of the School Management Plan.

### Products

The School Management Plan, Annual School Report and Teaching and Learning Programs reflect continuous improvement of teaching and learning.

Robust planning and implementation processes provide a foundation for strategic resource allocation, professional learning and performance monitoring and reporting.