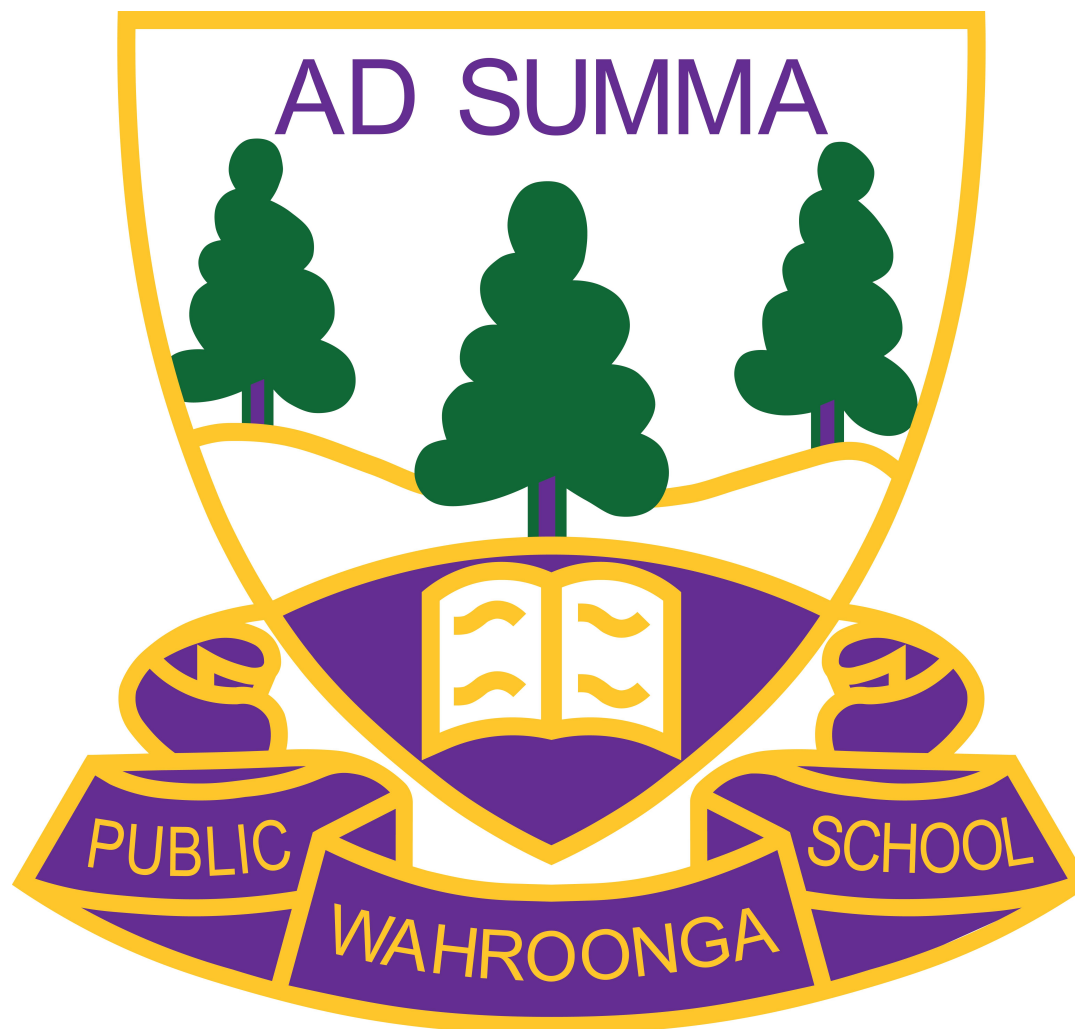


School plan 2018-2020

Wahroonga Public School 3833



School background 2018–2020

School vision statement

The teachers, parents and students at Wahroonga Public School work together within a happy and supportive educational environment to ensure that everyone can realise their full potential. The school is a dynamic learning organisation striving for improvement in the context of 21st century education.

School context

Wahroonga Public School is a metropolitan school in the Ku-ring-gai local government area in the northern suburbs of Sydney with an enrolment of 730 students from Kindergarten to Year 6. The community serves an ever-growing number of families newly arrived in Australia. Wahroonga is an affluent demographical area with a high percentage of families achieving tertiary educational qualifications. The school relies on the support of its parent community through the representative P&C Association in order to run a number of academic programs in-line with local need.

Wahroonga Public School is affectionately known as 'The Bush School', as it is set amongst a native Blue Gum High Forest, and features unique, attractive grounds including both natural and built features. Two in-ground swimming pools and an outdoor amphitheatre are main attractions.

The school has 29 mainstream classes and offers students a range of extra-curricular activities including chess, sport, dance and choir. The school band is renowned in the local area.

School planning process

Throughout 2017, a dozen school staff members undertook a significant self-assessment of the school's practices using the School Excellence Framework. The self-assessment was externally validated by a peer principal panel. Results of the assessment revealed two practices where Wahroonga Public School was operating at a lower level, described as 'delivering'. Ten practices were assessed to be 'sustaining and growing', while two practices were assessed to be 'excelling'. These areas were student wellbeing practices and school resource management.

Towards the conclusion of 2017, the school's senior executive undertook wide consultation. The principal met individually with each staff member, while the deputy principals canvassed opinions of parents and students through surveys and focus group discussions. Three-hour staff planning session occurred where findings were shared and dialogue occurred to explore the opportunities and strategic directions that might become the focus of this plan.

Professional learning with the Centre for Education Statistics & Evaluation supported leaders to develop the plan's contents. The plan is responsive to feedback and regular monitoring of a range of data sources. The school plan is therefore an evolving document that aims to continually reflect the changing nature of the school's purpose and vision.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Curriculum & Assessment

Purpose:

Focusing on curriculum and assessment ensures all content descriptors are delivered in an organised and strategic manner. Assessment strategies and monitoring of learning enables teachers to differentiate curriculum delivery to support student success.

STRATEGIC DIRECTION 2 Effective Classroom Practice, Data Skills & Use

Purpose:

Prioritising quality teaching, informed by data with emphasis on high expectations, explicit teaching and feedback, supports teachers to maximise their impact on student learning. Creating nurturing and flexible learning environments provides conditions under which collaborative, inquiry learning can occur.

STRATEGIC DIRECTION 3 Instructional Leadership for Improved Teaching, Learning & Wellbeing

Purpose:

Measuring performance against professional standards allows staff members to be reflective practitioners who strive for improvement and excellence. Connecting with parents, local industry, the community of schools and wider educational network strengthens collective efficacy and develops a culture of participation and transparency.

Strategic Direction 1: Curriculum & Assessment

Purpose	People	Processes	Practices and Products
<p>Focusing on curriculum and assessment ensures all content descriptors are delivered in an organised and strategic manner. Assessment strategies and monitoring of learning enables teachers to differentiate curriculum delivery to support student success.</p>	<p>Staff</p> <p>Staff:</p> <ul style="list-style-type: none"> ensure all NESA programming requirements are reflected in learning programs / curriculum & assessment maps implement all NESA requirements collect & analyse data to identify student learning needs (ongoing formative assessment) use data to inform learning programs and understand effect size understand and use PLAN and grammar & punctuation learning progressions to track student achievement 	<p>1.1 Whole school Curriculum Organisation. Teachers evaluate programs against the K–6 Curriculum map (scope & sequence), syllabus and NESA requirements.</p> <p>1.2 Targeted assessment to gather student data to inform practice.</p> <p>1.3 Whole school monitoring systems used consistently to track student growth.</p>	<p>Practices</p> <p>Curriculum map determines outcomes taught.</p> <p>All staff have easy access to all programs.</p> <p>Strategic student assessment occurs, both formative and summative.</p> <p>Assessment data drives future directions and supports consistent teacher judgement.</p> <p>Students are monitored to show quantifiable progress and achievement.</p> <p>Students are familiar with grammar, punctuation and fractions meta language and can write goals.</p>
Improvement Measures	Parents/Carers	Evaluation Plan	Products
<p>All teaching and learning programs reflect and are driven by data analysis.</p> <p>PLAN reflects average expected growth. Grammar learning progressions data reflects an effect size of 0.4 (one years' growth)</p> <p>ACER data reflects an effect size of 0.2 (Term 1–Term 3 = 6 months growth).</p> <p>Each quartile of students determined by NAPLAN results experiences average expected growth in the following testing period.</p> <p>Staff consistently using data and look for trends/groupings based on data.</p>	<p>Parents/Carers:</p> <ul style="list-style-type: none"> contribute to consultation about assessment policy exposed to syllabus structure and how it is reflected as achievement in reporting 	<p>Evaluation Plan (evidence of impact).</p> <p>1.1 Staff can easily access programs from central location.</p> <p>1.1 All syllabus outcomes are taught.</p> <p>1.2 Formative assessment is a continuing focus throughout the year.</p> <p>1.2 Staff use student data to inform programming and differentiate based on analysis of data. Pre and post assessment in fractions, grammar & punctuation and demonstrate growth in achievement.</p> <p>1.2 Students are informed about personal progress and achievement.</p> <p>1.3 PLAN data is updated regularly and class analysis sheets generated (K–2).</p> <p>1.3 Teachers program differentiated grammar lessons based on analysis of data.</p>	<p>K–6 Curriculum map (scope & sequence) established.</p> <p>Central location established as depository for all English, Mathematics and STEAM/HSIE units of work.</p> <p>K–6 Assessment map (scope & sequence) established.</p> <p>Benchmarks and grammar student work samples / data collected.</p> <p>Differentiated assessments.</p> <p>Student progress and achievement is tracked against grammar & punctuation progressions and in PLAN.</p> <p>Student grammar, punctuation & fractions report comments.</p>
	<p>Students</p> <p>Students:</p> <ul style="list-style-type: none"> develop a growth mindset, set goals, identify learning intentions and embraces success criteria student are provided with challenges 		
	<p>Community Partners</p> <p>Community of Schools:</p>		

Strategic Direction 1: Curriculum & Assessment

People

- coordinates instructional rounds with staff across multiple sites

Strategic Direction 2: Effective Classroom Practice, Data Skills & Use

Purpose	People	Processes	Practices and Products
<p>Prioritising quality teaching, informed by data with emphasis on high expectations, explicit teaching and feedback, supports teachers to maximise their impact on student learning. Creating nurturing and flexible learning environments provides conditions under which collaborative, inquiry learning can occur.</p>	<p>Staff</p> <p>Staff:</p> <ul style="list-style-type: none"> • use data to differentiate teaching programs and plan collaboratively to ensure students' progress • give student feedback to improve performance • use pedagogy to enhance outcomes in flexible spaces • increase grammar, punctuation and fractions pedagogy 	<p>2.1 Differentiated, evidence-based Lesson Planning in English & Mathematics with High Expectations, Explicit Teaching, Feedback, Reflection and Visible Learning.</p> <p>2.2 Flexible, Nurturing Environments to Optimise Learning.</p> <p>2.3 Data Collection & Analysis in grammar, punctuation and fractions at Individual, class & stage levels.</p>	<p>Practices</p> <p>Specific strategies are used to develop high expectations, e.g. success criteria and rubrics.</p> <p>Teachers provide for students basic psychological needs within the classroom including love and belonging, fun and learning, freedom, power and survival.</p> <p>English and Mathematics data is collected at strategic intervals and used to inform learning goals and programming. Fortnightly stage collaborative programming in English, Mathematics and STEAM/HSIE.</p> <p>Targeted interventions in literacy & numeracy address all students' learning needs.</p> <p>Flexible classroom setups & organisations are reflected in programs demonstrating strategic planning.</p> <p>Creative & critical thinking is actively considered in programming.</p>
Improvement Measures	Parents/Carers	Evaluation Plan	Products
<p>Target of 2800 green tokens representing the core value 'active and engaged learning' are awarded to students each term with an aim to improve each term in each class.</p> <p>Observational assessment of creative & critical thinking activities within three flexible learning space classroom and the library shows enhanced provision of creative & critical learning on base line data.</p>	<p>Parents/Carers</p> <p>Parents/Carers:</p> <ul style="list-style-type: none"> • are informed of student progress and learning goals • are informed about student data at P&C meetings 	<p>2.1 Students articulate their learning goals, evidence their learning goals in student achievement book, reflect upon strengths and areas of need and report on learning goals each semester.</p> <p>2.1 Programs reflect all aspects: differentiated, evidence-based lesson planning in grammar, punctuation & fractions with High Expectations, Explicit Teaching and Feedback.</p> <p>2.2 Students are actively engaged because teachers have reflected on data from quality learning environment scale.</p> <p>2.2 Creative thinking is increased because teachers have reflected on 6C's rubric data.</p> <p>2.3 Students make expected growth in reading because teachers have analysed mistakes and used data to inform practice.</p>	<p>Products</p> <p>Evidence-Based Lesson Planning in English & Mathematics with High Expectations, Explicit Teaching, Feedback and Reflection.</p> <p>Nurturing Environments to Optimise Learning.</p> <p>Students are engaged with learning and independent in their learning choices.</p> <p>Differentiated literacy & numeracy programs show evidence of adjustments</p>

Strategic Direction 2: Effective Classroom Practice, Data Skills & Use

Practices and Products
based on individual needs. All students are challenged and results improve in effect size by 0.4 or better.
Classroom design caters for students' needs through flexible learning spaces.
Staff give explicit feedback to students in relation to individual learning goals and learning is made visible within each room.

Strategic Direction 3: Instructional Leadership for Improved Teaching, Learning & Wellbeing

Purpose	People	Processes	Practices and Products
Measuring performance against professional standards allows staff members to be reflective practitioners who strive for improvement and excellence. Connecting with parents, local industry, the community of schools and wider educational network strengthens collective efficacy and develops a culture of participation and transparency.	Staff Teachers: <ul style="list-style-type: none"> counsellor delivers presentations to community on relevant topics work alongside Instructional Leader to set goals and improve practice model reading to students, with students analyse student reading behaviour meet PDP expectations setting challenging yet realistic goals keep log of professional learning advocate for students and develop quality relationships are aware of and have a functional understanding of literacy and numeracy progressions 	1) Performance Management, Development & Standards. 2) Mandatory Requirements Met & Exceeded. 3) Connected Collaborative Community. Evaluation Plan 3.1 PD attendance is monitored accurately by executive and staff record own professional development 3.1 Staff understand professional standards and accreditation (P/HC/Lead). Standards drive future professional goals. Staff critically reflect on practice to improve practice and complete PDPs. 3.1 Early Career Teachers use standards to inform practice, develop accreditation portfolio and achieve accreditation. 3.2 Programs differentiated effectively due to data analysis and collaborative planning. 3.2 Years K–4 Teachers apply Ten training to improve differentiation practice and increase students results. SENA data analysed by staff and used to inform differentiated teaching practice. 3.2 Increased teacher understanding of grammar leads to confident, effective and differentiated instruction. Explicit teaching of metalanguage for grammar to increase student outcomes. 3.2 Teachers analyse reading data and group students according to reading interventions to increase student progress. Staff are better informed through using the wellbeing hub and support students more	Practices Professional learning is planned, documented in MyPL, linked to standards and reflected upon by staff in journals. Professional learning is shared with colleagues. Teachers program collaboratively and responsively. Philosophy of choice theory is embedded in student and staff wellbeing matters. Parent workshops are conducted about relevant curriculum and wellbeing topics. Behaviour car and zones of regulation adopted school wide. Products All K–3 staff are trained in Targeted Early Numeracy. PDPs reflect professional standards and are annotated. Teachers supported to achieve Highly Accomplished level of accreditation. All teachers are able to effectively take a running record and analyse reading behaviour. Wellbeing hub established with counsellor as an active contributor. Sport equipment & facilities support a culture of physical wellbeing and progress along physical literacy continuum.
Improvement Measures			
The school leadership provides 20 hours annually of quality professional learning linked to professional standards.			
80% of eligible students achieve Diamond status in the Premier's Sporting Challenge.			
90% of eligible students report high levels of advocacy in the Tell Them From Me survey.ort participation in one school event each year.			
95% of students throughout the school achieve expected reading benchmark levels.			
95% of students throughout the school achieve expected benchmark in fractions aspect of numeracy progression & grammar & punctuation aspect of literacy progression.			
All students not achieving benchmark have a quality Individual Education Plan and targeted intervention.			
85% of parents report participation in one school event each year.	Parents/Carers Parents/Carers: <ul style="list-style-type: none"> provide feedback to school on curriculum or wellbeing topics they would like workshops on attend workshops 		
	Students Students: <ul style="list-style-type: none"> moderate behavior and learning choices through use of behaviour car and zones of regulation develop dispositions consistent with active and engaged learning are kind 		

Strategic Direction 3: Instructional Leadership for Improved Teaching, Learning & Wellbeing

People

Community Partners

Community of Schools:

- Parent meetings about well being
- Dan Haesler wellbeing lecture
- coordinate training in new literacy & numeracy progressions

Processes

effectively with consistent strategies. More efficient referrals to LST

3.3 Staff identify, implement & evaluate adjustments. Grade support for teachers with special need students is enhanced.

3.3 Consistent use of choice theory in school. Students with special needs supported effectively through Zones of Regulation and Choice Theory Processes. Student self-regulation and reflection improves.

3.3 Parents understand school wellbeing approach and are better equipped to support their child/ren.