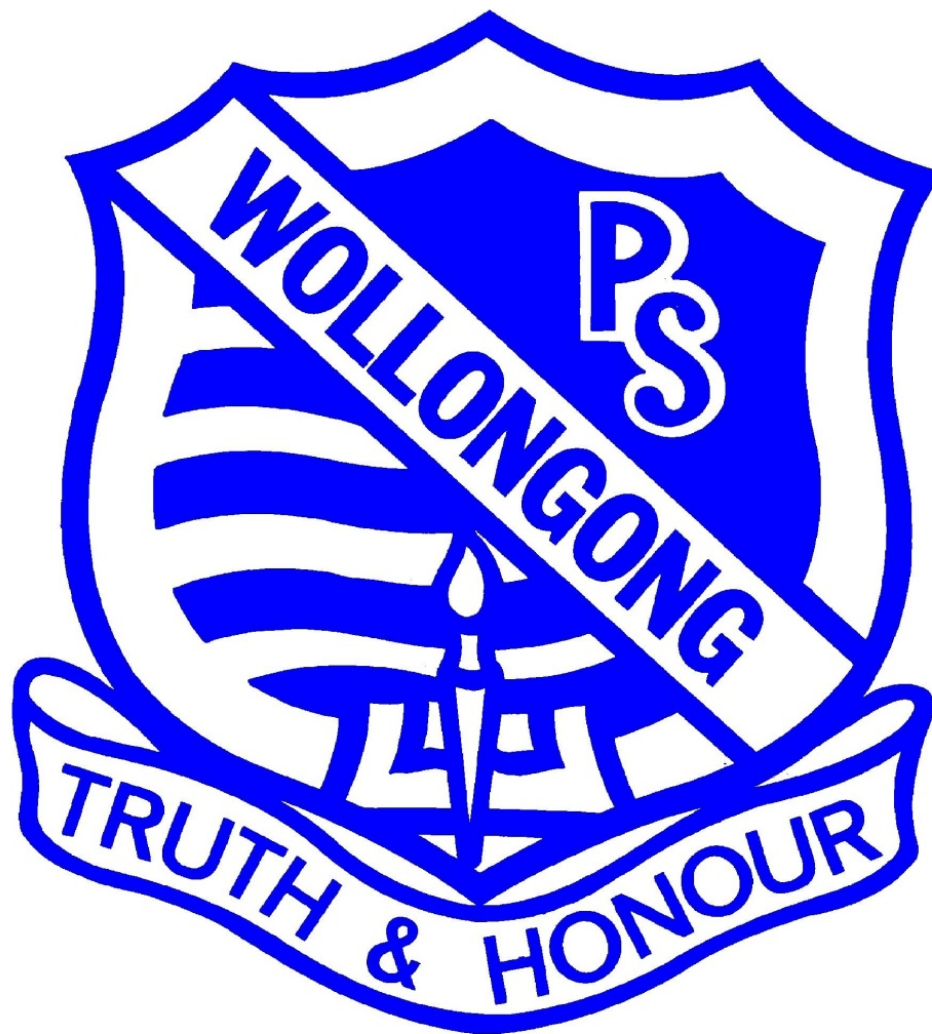


School plan 2018-2020

Wollongong Public School 3954



School background 2018–2020

School vision statement

Wollongong Public School strives to promote a culture of excellence, by supporting our students through challenging and stimulating learning experiences and opportunities that enable them to explore and build on their gifts and talents.

We aim to collaborate and engage with the school community to ensure students become life-long, self-motivated learners who take ownership of their learning. We foster high expectations and risk taking through a cooperative learning environment.

Through our commitment to providing quality learning programs for the future focused learner, students will become effective citizens who are supported and challenged to reach their full potential.

School context

Wollongong Public School has a proud heritage as one of the oldest schools in the Wollongong area. It is an inner city multicultural school, with fifty two percent of students from Language Backgrounds Other than English. There are two Opportunity Classes at the school catering for gifted and talented students from the Wollongong, Wollongong North and Shellharbour Education Areas. A highly dedicated staff, comprised of a well balanced mix of experienced and beginning teachers, supports the diverse student population. Wollongong Public has an expected enrolment of 447 students for 2016 in 18 classes, K–6.

School planning process

Numerous staff meetings were dedicated to the development of the new school plan. The Executive team surveyed all teaching staff through SWOT analysis in terms of strengths, weaknesses and opportunities to determine initial strategy areas.

Parents were consulted through meetings and surveys and expressed their priorities for their children's educational life at WPS.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

To provide whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self directed learners, particularly for Literacy and Numeracy. Quality learning experiences, along with positive respectful and caring relationships, will contribute to an aspiring learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our diverse student population.

STRATEGIC DIRECTION 2 Teaching Practice

Purpose:

Student learning is underpinned by high quality teaching. Our purpose is to develop a shared responsibility for student improvement where teachers contribute to a transparent learning culture and refine and transform their pedagogy. Within this, we are particularly focused on teachers understanding their impact, making the learning visible for children and preparing students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

STRATEGIC DIRECTION 3 School Culture

Purpose:

Our purpose is to create and maintain a school culture that is strongly focused on learning. The school has a strategic and planned approach to develop whole school wellbeing so all students connect, succeed, thrive and to learn. Effective partnerships in learning between teachers, parents and students mean students are motivated to deliver their best and continually improve.

Strategic Direction 1: Learning

Purpose

To provide whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self directed learners, particularly for Literacy and Numeracy. Quality learning experiences, along with positive respectful and caring relationships, will contribute to an aspiring learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of our diverse student population.

Improvement Measures

Increase the number of students in top 2 bands by 4% in Numeracy by the end of 2018.

People

Staff

Develop skills in ongoing collection, analysis and personalisation of assessment data to provide engaging and differentiated learning.

Professional development in assessment strategies to guide future instruction and the provision of teacher to student feedback.

Students

Support students to become self reflective learner who know the learning intention and success criteria of each lesson.

Leaders

Provide targeted professional learning in the collection of student assessment data to inform planning, differentiated lesson instruction including explicit learning intention and success criteria.

Parents/Carers

Promote and encourage parent participation and the importance of parent teacher interviews that discuss student learning.

Community Partners

Community Hub to encourage and support parents to garner knowledge of quality learning experiences including differentiation, learning intentions and success criteria and

Processes

Numeracy

Draws on solid research to develop and implement high quality professional learning in Numeracy teaching practices.

Literacy

Draws on solid research to develop and implement high quality professional learning in Literacy teaching practices.

Diversity of Students

Build the capacity of teachers to identify and cater for the academic and cultural needs of our diverse population of students.

Evaluation Plan

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality learning experiences.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.

Products

By the end of 2020, there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

By the end of 2020, assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning and use this when developing inclusive teaching and learning programs.

Strategic Direction 2: Teaching Practice

Purpose

Student learning is underpinned by high quality teaching. Our purpose is to develop a shared responsibility for student improvement where teachers contribute to a transparent learning culture and refine and transform their pedagogy. Within this, we are particularly focused on teachers understanding their impact, making the learning visible for children and preparing students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

Improvement Measures

Evidence of growth in Common language and shared understanding between staff, students and community around learning processes

People

Staff

Teachers are implementing quality teaching in classrooms, making the learning visible for students. Teachers have a thorough knowledge and understanding of the impact of their teaching practice on student learning. Staff continually develop their practice to ensure students are continually challenged.

Students

Students are empowered to take responsibility to be leaders of their own learning. Students can articulate their learning goals and how to achieve success in their learning.

Leaders

Leaders will support planned targeted professional development to enable teachers to implement Visible Learning. Continued support will be provided through collaborative practice.

Parents/Carers

Create a transparent learning culture by Informing parents and carers about current whole school teacher professional learning and it's impact on student outcomes.

Community Partners

The school community is regularly informed about the progress of teacher professional learning and the impact this is having on students.

Processes

Visible Learning

Draw on evidence based research to develop and implement high quality professional learning on what is having the biggest impact on student achievement.

Future Focused Learning

Ensure learning is embracing the new directions that current research is advocating with a specific emphasis on future focused pedagogies. Future focused learning opportunities will equip students across all curriculum areas and learning stages with the skills to thrive in a rapidly changing and interconnected world.

Professional Learning and Leadership Capacity

Strengthen an evaluative culture and teacher practice by establishing performance and development plans and classrooms observation schedules. Building staff capacity and understanding of the strategic directions of the school plan and leadership skills to ensure progress measures are driving continuous improvements.

Evaluation Plan

Practices and Products

Practices

The use of visible learning strategies such as teacher clarity will be embedded into teaching and learning programs and daily practice that enables students to understand the learning process and what they need to achieve to succeed.

Students across all learning stages and curriculum areas are inspired to be leaders of their own learning. Students collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens.

Products

By the end of 2020, teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

By the end of 2020, teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Strategic Direction 3: School Culture

Purpose

Our purpose is to create and maintain a school culture that is strongly focused on learning. The school has a strategic and planned approach to develop whole school wellbeing so all students connect, succeed, thrive and to learn. Effective partnerships in learning between teachers, parents and students mean students are motivated to deliver their best and continually improve.

Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

People

Staff

Staff are strongly focused and committed to supporting the well being of students, and understand the impact this has on student learning.

Students

Develop student resilience and leadership skills. Strengthen student capacity to reflect upon their learning and demonstrate high expectations for their achievement.

Leaders

Model, communicate and promote student wellbeing to the school community. Build leadership capacity among staff to promote a positive and collaborative learning culture across the community.

Parents/Carers

Provide opportunities for parents and carers to develop a shared understanding of wellbeing. Parents feel welcomed to discuss and support their child's learning.

Community Partners

Build positive community relationships to further enhance teaching and learning programs and a positive school culture.

Processes

Wellbeing

Building on the solid culture of wellbeing, design and implement formal strategies to strengthen the positive interaction and supports that occur across our school. Eg PBL

Community Engagement

Build on our relationships and broadening the connections with a much wider cross section of our community, including our COS, network school partners and institutional partners.

Feedback

Continue to develop staff skills in giving and receiving feedback. to enable them to refine their practice. Explicit teaching of feedback will be taught to students to enable children to understand where they are in their individual learning journey and what they need to do next to progress.

Evaluation Plan

Practices and Products

Practices

Feedback from all stakeholders is sought, considered and acted upon to improve all aspects of the school community and drive school planning.

Educators need to understand the potential wellbeing has to bring about positive change, what is required to foster wellbeing, and how it can become a powerful force in students' learning and development.

Products

By the end of 2020, our school community strives to be regularly involved and is working towards supporting and engaging with parents from all backgrounds to enhance relationships that improve the learning opportunities for children.

By the end of 2020, there is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.