

School plan 2018-2020

Warnervale Public School 4117



School background 2018–2020

School vision statement

Warnervale Public School develops engaged and motivated learners, by fostering a love of learning through excellence in educational practice, supported by positive respectful community partnerships.

School context

Warnervale Public School has a strong, inclusive school community with high expectations, shared priorities and clear directions. Our school aims to provide a safe and happy learning environment that is attractive and stimulating, and promotes the skills of literacy and numeracy while expecting students to accept increasing responsibility for their own learning and behaviour. With a school vision of "To Learn To Live", an education at Warnervale Public School (WPS) provides the knowledge, skills, attitudes and values relevant to our diverse student body. Present and emerging social, cultural and technological needs are the foundation of lifelong learning in complex and rapidly changing local and global communities.

Located on the Central Coast, WPS is part of the Wadalba Schools Learning Community which provides a cohesive, collaborative schools network for the fast growing Warnervale / Wadalba area. The school will celebrate its 60th anniversary in 2018. The school's modern and well-designed facilities include outdoor learning spaces with extensive garden areas, enhance the standard of the learning environment for students as well as provide exciting new opportunities for the growing school community of over 500 students.

Our school aims to involve parents and community members in a team effort which is exemplified by our strong, supportive, collaborative P&C and valued consultative partnership with our Aboriginal community and the Ngara AECG. Our school is on Dharkinjung traditional land with 11% of our students identifying as being from Aboriginal Torres Strait Islander backgrounds. Our focus on the L3, Focus on Reading and High Expectations programs exemplify our whole-school improvement process. Teaching and classroom initiatives demonstrate our integration of appropriate technology and implementation of creative solutions which potentially improve student learning outcomes. Other initiatives include fluid student grouping, engagement, focus on social emotional learning, an active environmental group, creative arts initiatives, sporting endeavours, teacher collaboration and a professional learning culture.

School planning process

The Warnervale Public School 2018–2020 school plan reflects the current Department of Education strategic plan 2018–2022. It has been collaboratively written following an extensive and reflective process involving key stakeholders in the school community.

1. A rigorous assessment and review of the 2015–2017 Warnervale Public School Plan. This included some significant changes and updates to strategic directions under the 5P planning process.
2. Data collection and significant consultation was undertaken in 2017, with parents, Ngara AECG, students and teachers attended various forums and completed detailed surveys on many aspects of school life and satisfaction levels. Staff and students completed the Tell Them From Me survey in Semester 1. Students also contributed through SRC and additional surveys / class discussions. Additional parent feedback was sought regularly, ie at P&C meetings via online survey forms and Aboriginal families get-together.
3. The consultation / development process was undertaken over a 3 month period with staff forums to synthesise the data collected and develop the school vision.
4. Brainstorming, collaboration and robust discussion sessions were held to detail strategic priorities and purpose, based on data collected and Premiers, States and Departments priorities. An evaluation of ongoing school assessment data played a significant role in the decision-making processes, including NAPLAN as well as school-based assessment.
5. The committees for each Strategic Direction discussed, developed and refined appropriate processes, people capabilities, practice and products. Improvement / performance measures were defined.
6. The final stage of the process was the development of 2018 milestones by the school strategic committees.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Positive productive partnerships

Purpose:

To create a school community where positive and respectful relationships in combination with social and emotional learning develop a collective responsibility ensuring a strong spirit of belonging, open communication and shared vision.

STRATEGIC DIRECTION 2

High quality teaching practices

Purpose:

To embed Professional Learning including High Expectation practices which promote and enable teachers to provide quality, innovative, student-focused learning to enhance all students' capacity to achieve.

STRATEGIC DIRECTION 3

Engaged and motivated
learners

Purpose:

To foster students who have strong foundations in literacy and numeracy and have the ability to be confident, adaptive and responsive learners.

Strategic Direction 1: Positive productive partnerships

Purpose	People	Processes	Practices and Products
To create a school community where positive and respectful relationships in combination with social and emotional learning develop a collective responsibility ensuring a strong spirit of belonging, open communication and shared vision.	Staff Have the capacity to build stronger community relations with all parents and improve positive two-way communication to build awareness amongst the parents of school focus areas, program and events and encourage involvement. Have the skills to effectively develop commitment to embed Program Achieve into all relevant aspects of school life.	Implement a whole-school approach to wellbeing which supports cognitive, emotional, social and physical wellbeing. Implement a whole school process that embeds a shared understanding, respect and a positive spirit of belonging, facilitated by regular, clear and open communication.	Practices The ethos of Program Achieve and wellbeing programs are embedded into teaching programs to support student engagement. Effective communications, encouraging increased parent participation and engagement (website, newsletter, app, sign, foyer) underpins a strong connection with community. Parents support the school vision and activities and actively contribute and collaborate in the school community.
Improvement Measures	Students Engage with Program Achieve and understand they need to acquire the 5 keys to success (Confidence, Resilience, Persistence, Organisation and Getting Along) in order to be successful, experience well-being and have positive relationships. Understand the need to be actively involved in school initiatives and programs demonstrating improved sense of purpose and belonging.	Evaluation Plan Participation and subsequent data from TTFM and school based surveys to inform processes for evaluation.	Products There is consistent and positive acknowledgement of student success across the school. Students display positive behaviour choices and actively engage in school life. Parents contribute to school event evaluation and decision making decision. Students, teachers & parents indicate positive satisfaction with the school.
Greater than 90% of students (2018 to be baseline) attaining positive school and Go for Gold welfare awards and a 15% decrease in recorded negative behaviour incidents (2015: 2246, 2016: 2011, 2017: 1846) on electronic reporting system. Increase to 80% of parent respondents reporting satisfaction ratings and positive value of school events (2015–2017 average – 71%), including parent/teacher communication sessions, curriculum workshops, P&C meetings and fundraising events.	Parents/Carers Participate in and engage with school programs, events and focus areas. Leaders Have the capacity to drive positive partnerships, wellbeing programs and embed effective communication processes. Community Partners Value opportunities to engage with the school.		

Strategic Direction 2: High quality teaching practices

Purpose	People	Processes	Practices and Products
To embed Professional Learning including High Expectation practices which promote and enable teachers to provide quality, innovative, student-focused learning to enhance all students' capacity to achieve.	Staff Understand the value of successfully engaging with a personalised Professional Learning program by collaboration, implementation, reflection and sharing strategies. Have the skills to analyse assessment data, determine areas of need, and provide differentiated learning experiences for learners of all abilities.	Implement effective Professional Learning with sessions that focus on Department of Education program initiatives, classroom environment, teaching methods, data analysis and curriculum content in order to review and design teaching and learning programs that reflect student need in differentiated, targeted, flexible and fluid groups. Develop a Community of Practice that allows teachers to share and collaborate on effective analysis of school and internal assessment data to evaluate and reflect on the student learning cycle and to implement individualised learning programs.	Practices Professional Learning is focused on best evidence-based practice and data analysis. Teacher programs are aligned with NSW syllabuses for the Australian curriculum, priorities of the School Plan and embed elements and strategies of Professional Learning with evidence of student-focused learning. Progress of all students, with emphasis on Years 2 – 6, is monitored, tracked and shared, with regular review and evaluation. School system for linking PDP process to the Australian Teaching Standards. Teaching staff utilise their enhanced professional practice to support students to become autonomous learners.
Improvement Measures		Evaluation Plan	Products
90% of teachers identify improvement in their own professional practice as informed by self assessment, student, colleague and parent feedback.	Students Have the capacity to demonstrate the Student Skills for Success to gain a deeper understanding in all KLAs and understand how and why they learn and take responsibility for and actively engage in their learning.	Participation in and subsequent data from Tell Them From Me and school based surveys will inform processes for evaluation. Diagnostic assessments, PLAN2 data, running records and teaching and learning programs will be analysed and discussed in various ways. National assessment review and analysis. Peer teaching, executive observations and PL feedback.	Teachers engage in collegial feedback opportunities. Aspiring leaders have the opportunity to take on relieving, co-leading and leadership roles. Teaching and Learning programs are differentiated and targeted to reflect assessment analysis.
Increase the proportion of students in the top two NAPLAN bands in Reading and Numeracy to 36% by 2019 (27% in 2017).	Parents/Carers See the value of engaging in a collaborative learning community to build a shared vision, with the confidence to participate in information sessions, learning resources and High Expectations activities to develop their knowledge, skills and understanding to support their child's learning.		
Aboriginal student performance matches broader population, contributing to 35% state target in top two bands in NAPLAN 2020.	Leaders Have the expertise to drive school improvement with the skills to build the capacity of every staff member.		
	Community Partners Value the opportunity to support and be involved in supporting school staff.		

Strategic Direction 3: Engaged and motivated learners

Purpose

To foster students who have strong foundations in literacy and numeracy and have the ability to be confident, adaptive and responsive learners.

Improvement Measures

90% of students achieve growth and 70% achieve at or above expected growth in school based and national testing programs in Reading at the completion of each academic year (2015–2017 average–60.8%).

90% of students achieve growth and 70% achieve at or above expected growth in school based and national testing programs in Mathematics at the completion of each academic year (2015–2017 average–46.3%).

Greater than 70% of students in their self–assessment reflection are interested and motivated in their attitudes to learning (TTFM 2017 lowest rating–62%) and their Student Skills to Success.

People

Staff

Value the process of learning with the students and working together to identify and achieve relevant learning goals.

Understand the importance of student–centred learning and have the skills and capacity to engage, empower and challenge students in all stages and aspects of their learning.

Students

Understand how and why they learn and take responsibility for this and appreciate the positive outcomes associated with challenging learning experiences and develop the capacity to actively engage and take risks in their learning.

Parents/Carers

Feel confident to participate in and/or engage with information sessions, goal setting and resources to develop their knowledge, skills and understanding to support their child's individual learning journey.

Leaders

Have the capacity to provide an environment focused on quality, explicit and challenging learning opportunities.

Community Partners

Value opportunities to be part of the engaged learning environment of the school.

Processes

Implement and establish a challenging learning environment which supports risk taking, goal setting and self monitoring and promote and celebrate a culture of student learning.

Further improve and develop practices that increase personal student responsibility, autonomy and intrinsic motivation, and empower and develop the capacity of every student to actively engage in learning to value academic achievement.

Evaluation Plan

This plan will be monitored against milestones every five weeks.

Participation in and subsequent data analysis from TTFM and school based surveys will inform processes and evaluation.

Practices and Products

Practices

Students reflect and report on their own learning to identify areas of growth and need.

Students actively engage in challenging learning experiences that include opportunities for every student to set goals, problem solve and reflect on their own learning.

Students seek opportunities to demonstrate their skills, knowledge and success to others.

Products

Students display and value engagement in learning opportunities.

Students regularly monitor and reflect on their learning.

Whole school system for goal setting is embedded in all classrooms.