School plan 2018-2020

Warrimoo Public School 4195

School background 2018–2020

School vision statement

At Warrimoo Public School our aim is to develop an inclusive, differentiated and successful learning environment for all students. Our ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, critical and creative global citizens.

School context

Warrimoo Public School is located in the Blue Mountains and adjoins the heritage listed Blue Mountains National Park. The current enrolment is 166 students, inclusive of a 4% Aboriginal cohort of students.

We are committed to providing authentic teaching and learning programs that develop skills in technology, digital citizenship, critical thinking and inclusive school leadership to enable students to reach their potential academically, socially and emotionally.

Warrimoo Public School is fostering a culture that has a sound understanding of student assessment and data concepts, and aims to build the capacity of all staff to lead and promote continuous improvement in literacy and numeracy for all students.

We have been strategic, focused on the nurturing of the learning community that acknowledges the dynamic partnerships involving our local schools network and external agency collaboration.

The Parents and Citizens Association are a very robust and active parent group who also manage a "Play and Chat Group" for children aged 0–6 years, within our local school environment.

Our Warrimoo Public School community access an on site "Before and After School " facility that is operated by an external service provider.

School planning process

Consultation with students, parents/carers and staff and Blue Mountains Aboriginal Consultant Group(AECG) occurred throughout the process of developing this plan. Information collected from all stakeholders was considered when decisions about the products and processes were made.

Through a series of whole school meetings, our 2017 external validation process, all school programs, whole school practices and curriculum were thoroughly evaluated. This information was used to inform the directions to be undertaken at Warrimoo Public School and represents a shared commitment to future directions.

The School Plan sets out a framework to provide consistency and clarity about our core business. It forms the basis for the schools improvement and development focus for the next three years.

Warrimoo Public School's three key strategic directions have been identified and will continue to strengthen the ongoing goals of our school and builds upon our previous planning.

- Learning
- Teaching
- Leadership

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Learning

Purpose:

To enhance whole school wellbeing programs and implement futuristic pedagogies to develop self–directed learners, leading to high levels of student performance in literacy and numeracy.

STRATEGIC DIRECTION 2
Teaching

Purpose:

All teachers implement quality teaching practices by identifying student achievement and progress.

Staff create and inspire a culture of continuous learning by evaluating their performance against the professional standards.

STRATEGIC DIRECTION 3
Leading

Purpose:

The leadership team supports a culture that focuses on distributed school leadership, and collegial efficacy within our school learning community.

Strategic Direction 1: Learning

Purpose

To enhance whole school wellbeing programs and implement futuristic pedagogies to develop self–directed learners, leading to high levels of student performance in literacy and numeracy.

Improvement Measures

Increased use of school data to inform whole school wellbeing programs as compared to the baseline school data.

Increase the student attendance rates to 96% as compared to baseline wellbeing data.

Increase the proportion of students who are demonstrating at or above expected growth in literacy and numeracy in line with Premier's priorities.

People

Students

- build the skills and capacity to evaluate, create and problem solve to become tolerant, resilient, dynamic global citizens.

- will develop effective skills to reflect on their learning and monitor their successes.

- will articulate their learning and understand what they need to learn next to enable continuous improvement.

Staff

- will build their capacity to collect, analyse and use data, parent and staff feedback to monitor and improve wellbeing and student engagement.

- leaders will build their capacity to deliver innovative, future focused pedagogies that draws upon evidence based research.

- develop a shared evidence based research model.

Community Partners

- Department's Student Services, HSLP, AECG, teachers, parents and the community work together to support learning, social and emotional wellbeing programs within the school community.

- develop an understanding of and value the theories and models of learning that underpin the school's educational philosophy.

Processes

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive.

Draw on evidence based research to develop effective assessment processes to enhance literacy and numeracy student outcomes.

Engage in action research that promotes futuristic pedagogical practices to prepare students for our rapidly changing world.

Evaluation Plan

- Analysis of PLPs, IEPs, Nationally Consistent Collection of Data (NCCD) on students with disabilities, internal and external assessment data.

- Surveys from Tell them for me with students , teachers and parents/community members.

- Evaluation of student attendance.

- Analysis of student wellbeing data.

- Teaching and Learning programs, lesson observations.

- student work samples.

- Wellbeing Self–Assessment Tool for Schools

- Whole school Data Wall.

- Internal and external school data.

Practices and Products

Practices

There is a collective school–wide responsibility to ensure regular opportunities are implemented to support extra–curricula welling programs.

All stakeholders create networks in their learning by self regulating, challenging and taking responsibility for their own learning.

School based evidence will demonstrate that teachers are using a diverse range of processes to ensure individual learning needs are catered for.

Products

There is a culture of inclusion and belonging that is evident through inclusive school policies and extra curricula activities. Every student is known, valued and cared for in our school.

All stakeholders have build their capacity for learning across the school community and this is reflected in greater collaboration, self–reflection, higher expectations and a strong foundation in literacy and numeracy.

Teaching and Learning programs are driven by student assessment data, differentiated for individual student learning needs and demonstrate syllabus content.

Strategic Direction 2: Teaching

Purpose

All teachers implement quality teaching practices by identifying student achievement and progress.

Staff create and inspire a culture of continuous learning by evaluating their performance against the professional standards.

Improvement Measures

100% of teachers effectively use data skills to systematically identify and guide assessment for, assessment as and assessment of learning using class tracking sheets as base line data.

All teachers implement quality formative assessment practices as indicated through collection and monitoring of teaching programs.

100% of teachers demonstrate a personal responsibility in attaining 20 accredited hours annually to maintain and develop their professional standards.

People

Students

- are building the skills to actively participate in their own learning.
- utilise self evaluating rubrics to become autonomous learners.

Staff

- collaboratively developing differentiated teaching and learning programs that cater for the individual needs of their students.
- build their capacity in using formative assessment practices through professional learning.
- use the Professional Teaching Standards to identify strengths and areas of improvement to improve quality teaching and pedagogies.

Community Partners

- develop an understanding of curriculum content and learning practices and that underpin the school's educational philosophy .

Processes

Build the capacity within the school staff to increase their knowledge and use of learning progressions.

A whole–school approach to embed the key elements of formative assessment into teaching and learning practices.

Implement a whole–school approach where all staff are using professional standards and PDPs to identify and monitor specific areas of development for continual improvement and the accreditation process.

Evaluation Plan

- teaching and learning program supervision and program tracking sheets.
- use of plan, learning progression data to evaluate student progress
- scheduled observations of all staff with written feedback.
- PDPs meeting minutes
- parent and community satisfaction surveys (TTFM)
- reflective student learning journals and samples of students' work.

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning as reflected in their programs.

The school promotes and embeds professional learning in data concepts, analysis and use of students assessment to ensure students are equipped with the knowledge and skills to self–regulate their learning.

All teachers use professional standards and personal development plans to identify and monitor specific areas for development and continual improvement.

Products

Evidence–based teaching strategies exist to identify, monitor and demonstrate student growth.

Teachers analyse, interpret and reflect on school data collaboratively to inform planning, identify interventions and modify teaching practice. Students will articulate their own personal learning goals.

All staff identify and implement PDP goals that are linked with the teaching standards. School–wide improvements and student results are enhanced by informed teaching and learning programs.

Strategic Direction 3: Leading

Purpose

The leadership team supports a culture that focuses on distributed school leadership, and collegial efficacy within our school learning community.

Improvement Measures

Increase engagement with the whole school community in contributing to the school's strategic directions through an increase of 75% of our families engaging in our Tell Them From Me surveys.

Increased opportunities for students to use school resources that optimise learning and leadership in innovative, creative and future focused pathways.

Improve and strengthen the school administrative systems, structures, management practices and processes reflected through our school development of A–Z policies.

People

Students

- engage in meaningful leadership opportunities, including student voice and decision making.
- use school resources and technologies in a dynamic, collaborative way.

Staff

- school executive adopt a coordinated approach to leadership.
- provide opportunities for all stakeholders to be welcomed and engaged in the development of the vision, values and ongoing priorities of the school.
- build their capacity and skills with using school resources and technologies creatively and productively across all Key Learning Areas.
- develop the skills to evaluate administrative systems and processes and modify procedures where needed.

Community Partners

- will develop an increased knowledge of the school's strategic directions and actively contribute through planned workshops and parent meetings.

Processes

Implement a whole school approach to using flexible learning spaces and school resources, delivering benefits both to the school and its community.

Form a policy team and develop procedures and processes for Warrimoo Public School that enhance our school culture and learning.

Develop a visible protocols that builds the capacity of students, staff and community members to actively contribute to the school plan.

Evaluation Plan

- Surveys from Tell them from me with students, teachers and community members.
- Staff and leadership team plotting on the School Excellence Framework.
- Staff utilising SentralEBS4.
- Warrimoo Public School's Policies and Procedures.
- Student work samples providing evidence that demonstrates expert use of school resources.
- Celebration days where school leadership and projects are highlighted.
- SRC meeting minutes with student feedback contributing positively to school culture
- School budget directly relates to the school plan.

Practices and Products

Practices

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school community takes a creative approach when using flexible learning spaces and school resources to improve student learning outcomes.

All stakeholders evaluate administrative systems and processes to ensure effective and responsive services are delivered with the support of staff mentors sharing outstanding practice.

Products

Structures are in place to enable regular professional learning, strategic team meetings and collaborative learning consultations.

Staff integrate flexible learning spaces and technologies that support innovative, creative and future focused learning.

Staff implement and utilise administrative systems and processes to ensure effective and responsive school practices are delivered.