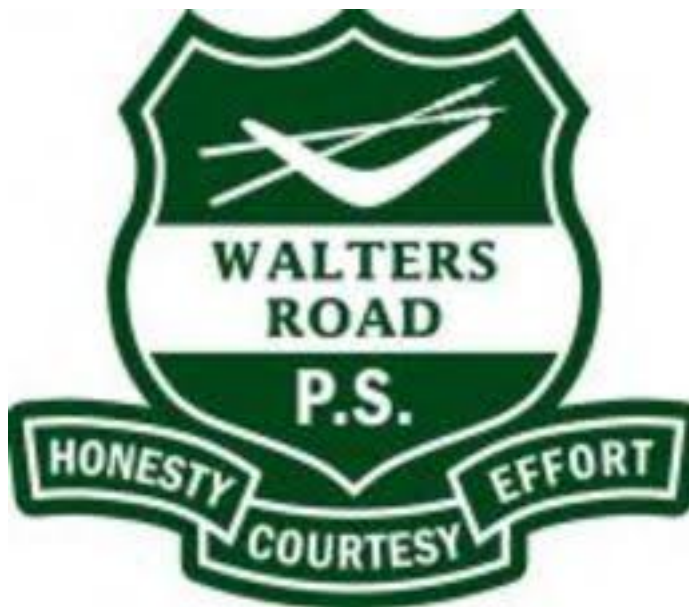


School plan 2018-2020

Walters Road Public School 4310



School background 2018–2020

School vision statement

Walters Road Public School is diverse and inclusive, with a committed staff who work collaboratively with the whole school community to develop dynamic and future-focussed teaching and learning programs that prepare our students to be independent and life long learners.

School context

Walters Road Public School is a growing school community located in Blacktown. We provide for approximately 600 students with 59% from language backgrounds other than English (including refugees) and 5% of students from Aboriginal or Torres Strait Islander background. We are a large multicultural school which is highly regarded in our community.


School planning process

The process to develop this school plan has included all members of the school community.

Through student SRC reps, classes were able to share their vision and ideas for forward planning. Mobile cafes were established for parents where input was sought and data presented.

Staff worked through SCOUT reports, NAPLAN data and SEF version 1 feedback to seek out the best ways to support our school through the next planning cycle.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Quality teaching

Purpose:

A whole school approach that ensures high impact evidence-based teaching practices that optimise learning progress.




STRATEGIC DIRECTION 2

Quality learning

Purpose:

Our school uses systematic and reliable information to evaluate student learning overtime and implements changes in teaching that leads to measurable improvement.



STRATEGIC DIRECTION 3

Opening the school gates

Purpose:

Our school engages in strong collaborations between parents, students and the community.

Strategic Direction 1: Quality teaching

Purpose

A whole school approach that ensures high impact evidence-based teaching practices that optimise learning progress.

Improvement Measures

Increase number of students in top two bands of NAPLAN Literacy.

Teachers employ observable evidence-based effective teaching

Teachers clearly understand, develop and apply a full range of assessment strategies in determining teaching and learning directions.

People

Staff

Staff have the skills to utilise a range of effective teaching strategies.

Staff

Distributed instructional leaders have the time and opportunity to develop and share their skills and knowledge.

Students

Students approach tasks with a positive growth mindset.

Parents/Carers

Parents develop an understanding and value of theories and models of learning.

Leaders

Leaders continue to mentor and support teachers in implementing effective teaching strategies.

Processes

Application—: The leadership team will draw on research to develop and implement high quality professional learning in Literacy and Numeracy practices.

Access—: All staff members will be responsible for implementing teaching strategies that are differentiated to cater for targeted students which will ensure opportunities for continuous improvement occurs. (This includes small group, withdrawal lessons)

Evaluation Plan

milestone check-in procedures

Finance review each term

Student data maintained on PLAN / PLAN 2 (when available)

Practices and Products

Practices

Leadership team researches best practices

Identification of students performing under National Minimum Standards occurs.

Evidence of wider instructional leadership is observable across the school.

Alignment of PDP goals and professional learning occurs

Products

A common language in effective teaching programs can be seen (including L.I.S.C)

Teaching programs demonstrate evidence based-effective teaching strategies.

Increased student engagement is evident through reduced behaviour notifications during class times and improved attendance rates

Strategic Direction 2: Quality learning

Purpose

Our school uses systematic and reliable information to evaluate student learning overtime and implements changes in teaching that leads to measurable improvement.

Improvement Measures

Quality assessment practices are embedded across the school

Analysis of data that directs and informs teaching and learning occurs

An improvement in the number of students in the top two bands of NAPLAN literacy is evident

People

Students

Students articulate their learning and understand what they need to know next to enable continuous improvement

Leaders

Literacy and Numeracy leaders have the skills and knowledge to effectively deliver high-impact programs

Staff

Staff have the skills to utilise and analyse a range of formative and summative assessment types

Parents/Carers

Parents and carers develop an understanding and value of school assessment practices.

Processes

Understanding of assessment –:

Staff will develop a shared understanding, value and purpose of the types of formative and summative assessment.

Research will be evidence-based

Application of assessment –:

Visible learning will be evident in all classrooms and program documentation

There will be evidence of student and staff goal setting

Evaluation Plan

weekly milestone check in

finance meetings are planned

Program discussions T

erm 1 and 3

Practices and Products

Practices

Every teacher analyses and utilises data to inform and differentiate teaching and learning

Formative assessment is used flexibly and teachers provide regular feedback to students

Teachers share criteria for assessments with students and communicate assessment practices with staff and community

Products

Teaching and learning programs are data driven for individual student learning in Literacy and Numeracy

Programs include open-ended tasks and opportunities for higher order thinking

Formative and summative assessments are embedded in teaching and learning

A whole school data-tracking procedure is established

Strategic Direction 3: Opening the school gates

Purpose	People	Processes	Practices and Products
Our school engages in strong collaborations between parents, students and the community.	Staff Staff value and welcome partnerships with the whole school community	The school will welcome the wider community through the school gates for events and other opportunities The leadership team will research knowledge-based programs which support parents as learners (eg PATCH) Staff will refocus on the value and rewards of parents as partners The administration and leadership team will focus on improved enrolment and information collection strategies to ensure accurate information supports school processes and student needs (360 reflective tool)	Practices Valuable learning opportunities are provided for community groups Eg- Life skills , Literacy and Numeracy workshops, transition to High School, assessment and learning support Improved enrolment procedures upon entry to school are established The school takes a creative approach to the use of physical environments to ensure that it optimises learning
Improvement Measures	Community Partners Parents/ Carers are active partners in their child's education Students Students value and understand that they learn best when home and school partnerships are strong Staff Every student will be known, cared for and respected	Evaluation Plan Leaders will measure <ul style="list-style-type: none"> – participation rates – roles in classrooms – feedback from TTFM – Report from 360 reflection tool 	Products Engaging and inviting learning spaces within the school are created through community partnerships Parents are active in school events