

# School plan 2018-2020

## Wakehurst Public School 4368



# School background 2018–2020

## School vision statement

The Wakehurst Public School community will continue to equip students with the tools to be successful, confident and creative individuals. This is achieved through quality teaching and learning programs that set high student expectations and inspire our students to be their best in a complex and dynamic global society.

## School context

Wakehurst Public School is a mid-sized K–6 school of 370 students located in a spacious bushland setting including excellent level playgrounds near Sydney's northern beaches. Our students feel secure, motivated and challenged in their education and are taught by dedicated professionals using the latest technology.

Striving to achieve one's personal best in academic, sporting, cultural and interpersonal endeavours is integral in our daily learning programs. We recognise that each student has different learning needs, and our teachers differentiate the curriculum so that challenging extension opportunities and extra support is offered. Learning support and enrichment programs offer further in-class and targeted support where needed. In addition to catering for each student's needs across all Key Learning Areas, students participate in additional sport, dance, drama, choir, band, debating, chess, public speaking and environmental programs. Our innovative student welfare programs include Positive Behaviour for Learning (PBL) where students are recognised for their positive behaviour choices. Our student leadership program, Student Representative Council, whole school buddy classes and awards system publicly recognises student achievement. We also value the very positive parent and staff partnerships which strengthen our students' education. Our flexible and innovative classroom spaces include interactive whiteboards, iPads and Chromebooks. Parents and carers are partners in education at Wakehurst PS and are warmly welcomed to assist in classrooms and provide further support through our active P&C.

At Wakehurst PS we provide exceptional learning opportunities to support all students.

## School planning process

The 2018–2020 school planning model was introduced to our staff and then our parent body via presentations to the staff and at P&C meetings.

The key concepts emerging from these discussions were then prioritised to form our purposes, people, processes, products and practices (5Ps).

Further consultation was sought from staff and parents and carers to fine tune the 5Ps.

Executive Team members attended various presentations to increase their understanding of this planning process. Members of this team then collaborated to advance our School Plan for further review and input by staff and parents.

One of the *Principals*, *School Leadership* collaborated with our Executive Team to clarify our plan and ensure the clear, intended meaning was effectively communicated in our plan and linked to the School Excellence Framework – Version 2.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Quality Learning

**Purpose:**

To develop high achieving, future focused students who are actively engaged in their learning, supported by effective wellbeing practices.



## STRATEGIC DIRECTION 2 Quality Teaching

**Purpose:**

Teachers will create a quality learning environment which delivers evidence-based pedagogy to meet the needs of diverse learners.



## STRATEGIC DIRECTION 3 Quality Partnerships and Communication

**Purpose:**

To further develop an inclusive school community where students, staff and parents and carers are engaged in positive partnerships to support student achievement.

# Strategic Direction 1: Quality Learning

## Purpose

To develop high achieving, future focused students who are actively engaged in their learning, supported by effective wellbeing practices.

## Improvement Measures

80% of students achieve expected growth in Literacy and Numeracy.

All wellbeing practices are based on the principles of Positive Behaviour for Learning. Every student is known, valued and cared for.

## People

### Students

Understand and model our expectations of respect, responsibility and personal best.

### Staff

Recognise the importance of student directed learning.

Value and implement a growth mindset.

### Leaders

Adopt a coordinated approach to Positive Behaviour for Learning.

### Parents/Carers

Value the school expectations of respect, responsibility and personal best.

## Processes

Create opportunities for all students to actively engage in a wide range of literacy and numeracy activities to improve student learning outcomes.

Embed a whole-school integrated approach to student wellbeing, in which students can connect, succeed and thrive at each stage of their schooling.

## Evaluation Plan

Review and analyse NAPLAN data and growth data.

Review school based literacy and numeracy assessment data for and of learning.

Monitor and analyse behaviour data to inform the efficacy of the Positive Behaviour for Learning program.

Analyse the impact of future focused learning initiatives through teacher and student surveys.

## Practices and Products

### Practices

Students consistently make positive behaviour choices across all settings.

Students clearly articulate their learning intentions and success criteria.

Staff consistently recognise and reward students' positive behaviour choices through the implementation of Positive Behaviour for Learning.

### Products

A student-centred learning environment exists where all students are supported and challenged, and receive timely feedback on their learning.

An increased proportion of students will achieve expected growth in Literacy and Numeracy.

Positive Behaviour for Learning matrices are evident across all school practices.

All teaching programs show evidence of future focused approaches to learning.

# Strategic Direction 2: Quality Teaching

## Purpose

Teachers will create a quality learning environment which delivers evidence-based pedagogy to meet the needs of diverse learners.

## Improvement Measures

All teachers demonstrate improvement against the Quality Teaching Framework.

All teaching programs are collaboratively developed, reflect the principles of future focused learning and meet the needs of all students.

## People

### Students

Value meaningful feedback.

### Staff

Understand how to use data to identify student learning needs.

Understand that collaboration across our community of schools leads to improved practices.

### Leaders

Adopt a coordinated approach to use data and engage in evidence-based conversations about school improvement.

Support and promote project based learning.

### Parents/Carers

Understand how the Quality Teaching Framework is implemented at WPS.

## Processes

Develop and implement collaborative processes for consistency in teacher assessment, and use assessment data to inform future learning.

Further development of quality learning environments based on the Quality Teaching Framework.

## Evaluation Plan

Over 2018–2020, 80% of teachers will participate in Quality Teaching Rounds training and implementation in their classrooms.

School assessment processes are streamlined and documented K–6 including standardised student work samples.

## Practices and Products

### Practices

Teachers use data as the basis for all planning, delivery and assessment of learning.

Differentiated teaching strategies are clearly articulated by all teachers.

Continuous collaboration and a culture of improvement is evident in all teaching and learning programs.

Staff embed project-based learning in at least one Key Learning Area.

Leaders model quality teaching practices with a clear focus on student progress and achievement.

Leaders actively promote and support project based learning to ensure it is successfully embedded in teacher programs.

### Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence-based and engaging teaching strategies, referencing student assessment data.

All teaching programs demonstrate evidence of differentiation and the Quality Teaching Framework elements.

# Strategic Direction 3: Quality Partnerships and Communication

## Purpose

To further develop an inclusive school community where students, staff and parents and carers are engaged in positive partnerships to support student achievement.

## Improvement Measures

Increased community engagement in teaching and learning compared to 2017 baseline data.

Increased community knowledge of school teaching and learning programs.

## People

### Students

Value active participation in their learning.

### Staff

Have a greater understanding of how different students learn.

### Leaders

Understand what teachers do and how students learn (and how and why they teach).

Acknowledge staff workload and schedule activities accordingly.

### Parents/Carers

Understand what teachers do and how students learn (and how and why they teach).

## Processes

Develop a whole school approach to increase community engagement.

Develop staff understanding of the importance of connection with students – ensuring that each child feels known, cared for and valued.

## Evaluation Plan

Analysis of baseline data from 2017 against data collected over 2018–2020 to assess community engagement.

Parent feedback forms will be generated and analysed after each parent workshop to assess increased community knowledge.

## Practices and Products

### Practices

Students provide input into whole school planning through revised SRC practices and procedures.

Staff actively promote and support community events.

Leaders deliver workshops for parents and community to provide information and opportunities for input into a wide range of school programs.

Leaders provide and promote opportunities for all staff members to collaborate with the community.

Community provides regular feedback on teaching and learning.

### Products

Students and their parents/carers receive timely feedback on their learning.

Parent workshops outlining student learning programs are offered to parents.

An increased attendance by parents and carers at community events.

Increased community satisfaction and knowledge of school programs.